REPORT RESUMES

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IMPLEMENTING THE VOCATIONAL EDUCATION ACT OF 1963, CENTRAL STATES SEMINAR IN AGRICULTURAL EDUCATION (CHICAGO, MARCH 14-17, 1966).

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TEACHER EDUCATORS AND STATE SUPERVISORS FROM THE CENTRAL STATES PARTICIPATED IN A 3-DAY SEMINAR. TEXTS OF THE FOLLOWING TALKS WERE GIVEN--"NEW OPPORTUNITIES IN AGRICULTURAL EDUCATION," BY HOMER E. EDWARDS, "OBJECTIVES, GOALS, OR FUNDAMENTALS OF HIGH SCHOOL INSTRUCTIONAL PROGRAM," BY RAY AGAN, "TEACHING BASIC PRODUCTION AGRICULTURE," BY HAROLD SHOAF, "AGRICULTURAL OCCUPATIONAL OPPORTUNITIES," BY GILBERT GUILER, "AGRICULTURAL OCCUPATION EXPERIENCE PROGRAM," BY KENNETH E. JAMES, "WHO ARE THE DISADVANTAGED," BY GERALD R. FULLER, "REPORT OF PROJECT REDY," BY LLOYD J. PHIPPS, AND "LOOKING AHEAD TO PROGRAMING SPECIAL REPORTS IN VOCATIONAL AGRICULTURE FOR DISADVANTAGED YOUTH," BY CLIFFORD E. MINTON. SUMMARIES OF A SYMPOSIUM ON "A CRITICAL LOOK AT OUR VOCATIONAL AGRICULTURE PROGRAM FOR ADULTS" AND REPORTS ON PANEL DISCUSSIONS AND SPECIAL GROUP MEETINGS WERE ALSO INCLUDED. (EM)

ED010785

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CENTRAL STATES SEMINAR IN AGRICULTURAL EDUCATION

Theme: Implementing the Vocational Education Act of 1963

Sheraton-Chicago Hotel
Chicago, Illinois
March 14-17, 1966

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SECTION I

CENTRAL STATES SEMINAR

for

TEACHER EDUCATORS AND STATE SUPERVISORS OF AGRICULTURAL EDUCATION

Sheraton-Chicago Hotel
March 14-17, 1966

Theme: Implementing the Vocational Education Act of 1963

Conference Staff

Regional co-chairmen	Warren Weiler, Ohio C. V. Roderick, Missouri
Program co-chairmen	Paul Hemp, Illinois C. C. Eustace, Kansas
General secretary	James Hensel, Ohio

Program Planning Committees

High School

*Dale Aebischer
Ray Agan
C. C. Eustace
Harold Binkley
Kenneth James
W. C. Montgomery
Paul Sweany
Gilbert Guiler

Post-secondary

*Harold Byram
George Cochran
Floyd Cox
George Ekstrom
Ralph Guthrie
D. R. Purkey
J. R. Warmbrod
Ralph Woodin

Disadvantaged Youth

*Leslie Crabbe
Paul Day
Gerald Fuller
Richard H. Wilson

Adult and Young Farmer

*Winston Dalbey
Carl Humphrey
Milo Peterson
Phil Teske
Harold Urton

*Chairman

Monday Morning, March 14

Presiding Chairman: Warren Weiler, Ohio

Secretary: Luther Hilterbrand, Indiana

8:00	Registration	H. M. Strubinger, Illinois
9:00	Invocation	J. A. McKinney, Missouri
9:05	Introductions and roll call by states	Head Supervisors and Head Teacher Educators
9:15	Conference plans and probable outcomes	Warren Weiler, Ohio
9:30	New opportunities in agricultural education	Homer Edwards, Field Representative Department of Health, Education and Welfare, Chicago, Illinois
10:00	Panel discussion	Ralph Bender, Ohio Milo Peterson, Minnesota Clarence Bundy, Iowa Ralph Guthrie, Illinois Harry Nesman, Michigan James Hensel, Ohio
11:00	Memorial services	
11:30	Lunch	

Monday Afternoon

1:00 Special-interest group sessions

Group	Chairmen
Agricultural Mechanics	Carlton Johnson, Ohio
FFA Executive Secretaries	G. Donovan Coil, Illinois
Instructional Aids Specialists	Duane Blake, Iowa
State Supervisors	Ralph Guthrie, Illinois
Teacher-Educators	A. H. Krebs, Illinois

4:30 Adjourn

Tuesday Morning, March 15

Presiding Chairman: Paul Hemp, Illinois

Secretary: Arnold Cordes, Wisconsin

Topic: The High School Program of Vocational Agriculture
Chairman: Dale E. Aebischer, Wisconsin

8:00	Business meeting	C. V. Roderick, Missouri
8:30	Objectives, goals, or fundamentals of the high school instructional program	Ray Agan, Kansas State University
9:00	Teaching basic production agriculture	Harold Shoaf, Supervisor, Kansas
9:30	Agricultural occupational opportunities	Gilbert Guiler, Ohio State University
10:00	Coffee break	
10:30	Small group discussions	

Group	Chairmen	Secretary
No. 1	Raymond Garner	Duane Blake
No. 2	Dale Aebischer	Norman Ehresman
No. 3	Harold Shoaf	Richard Karelse
No. 4	Kenneth James	-
No. 5	Ray Agan	B. E. Gingery

12:00 Lunch

Tuesday Afternoon

1:30 Occupational experience programs............. Kenneth James, Illinois State University

2:00 Small group discussions

Group	Chairmen	Secretary
No. 1	Raymond Garner	Duane Blake
No. 2	Dale Aebischer	Norman Ehresman
No. 3	Harold Shoaf	H. W. Gadda
No. 4	Kenneth James	John Matthews
No. 5	Ray Agan	B. E. Gingery

3:15 Coffee break
3:30 Summary by listening panel--E. L. De Alton, G. R. Cochran, R. H. Wilson, and W. T. Bjoraker
4:30 Adjourn
7:00 Business meeting

Wednesday Morning, March 16

Presiding Officer: Harold Shoaf, Kansas   Secretary: E. J. Mabon, Iowa

Topic: Programming Vocational Education for Disadvantaged Youth
Chairman: Richard Wilson, Ohio

8:00 Who are the disadvantaged youth?........ Gerald Fuller, University of Illinois
8:30 Report of Project REDY.................. Lloyd Phipps, University of Illinois
9:00 Some possible solutions, panel discussion.............................. Paul Day, Teacher, Fairbault, Minnesota, Moderator
Wilbur Weir, Teacher, Lodi, Ohio
Kenneth Parker, Teacher, Cleveland, Ohio
Shaw Terwilliger, Teacher, Virginia, Illinois
9:45 "Open Mike," Audience may question the panel--Willie Davis, Vo-Hort Instructor, Cleveland, Ohio
10:15 Recess

10:45 "Looking Ahead to the Programming of Special Efforts in Vocational Agriculture for Disadvantaged Youth"........................ Clifford Minton, Program Specialist for Persons with Special Needs, Chicago Regional Office, Department of Health, Education and Welfare

11:15 Question-and-answer period
11:45 Lunch

Wednesday Afternoon, March 16

Topic: Adult Education Programs
Chairman: C. W. Dalbey, Iowa
Secretary: Milo Peterson, Minnesota

1:15 Organizing and conducting local programs of adult education
- The "Current Topics" Approach.... George Sefrit, Teacher, Algona, Iowa
- The "Unit" Approach.............. Chris Beck, Teacher, Staples, Minnesota

2:00 Symposium: A Critical Look at our Vocational Agriculture Program for Adults............................. Richard Hummel, Ohio
Doyle Beyl, Wisconsin
James Bailey, Missouri
Glen Nicklas, Nebraska
James McGuire, Indiana

3:00 Coffee break
3:30 Discussion groups

Group	Chairmen	Subject
A	Phil Teske	Program for Young Farmers and Adults Preparing to Enter Farming
B	James Bailey	Programs for Adults Preparing to Enter Off-Farm Occupations
C	Harold Urton	Programs for Adults Engaged in Farming
D	J. R. Warmbrod	Programs for Adults Engaged in Off-Farm Agricultural Occupations

4:15 Summary and conclusions............ Milo Peterson, University of Minnesota

Thursday Morning, March 17

Presiding Officer: Secretary: J. A. McKinney, Missouri

Topic: Post-Secondary and Technical Education in Agriculture
Chairman: Harold Byram, Michigan
Host: E. L. De Alton, North Dakota

8:15	Brief status reports from Iowa, Michigan, Minnesota, and Nebraska	
8:45	Post-secondary education in agriculture in Ohio...............	R. O. Brinkman, Director and H. B. Drake, Coordinator, Agricultural Technologies, Springfield and Clark County Technical Education Program, Springfield, Ohio Warren Weiler, State Supervisor of Agricultural Education, Ohio
9:30	Discussion........................	Ralph Bender, Ohio State University, in charge
10:00	Coffee break	
10:30	Development of the Kenosha, Wisconsin, Post-High School Program in Ornamental Horticulture...........	Eugene Lehrmann, Director, Kenosha Technical Institute Doyl Beyl, Wisconsin State Board for Vocational Education, Leader
11:15	Discussion	
11:45	Lunch	

Thursday Afternoon

1:30	Panel report: Post-secondary education in agriculture in Illinois........	J. R. Warmbrod, University of Illinois, Chairman Ralph Guthrie, Chief of Agricultural Education, Illinois Elmer Rowley, Dean, Joliet Township Junior College, Joliet, Illinois Joseph Dallon, Jr., Instructor Woodrow Wilson Branch, Chicago City Junior College, Chicago, Illinois Leo P. Deutsch, Dealer Development Manager, International Harvester Company, Peoria, Illinois James Nickell, Instructor, Danville Junior College, Danville, Illinois Edward Kaiser, Instructor, Canton Community College, Canton, Illinois

2:15 Questions and answers
2:45 Coffee
3:15 Implications of information presented for State Programs of Teacher Education, Supervision, and Research............................ George Ekstrom, University of Missouri, in charge

Group	Leader	Recorder
A	Joe Malinski, Minnesota	Harold Crawford, Iowa
B	Clarence Bundy, Iowa	James Bailey, Missouri
C	Hilding Gadda, South Dakota	J. A. McKinney, Missouri
D	B. E. Gingery, Nebraska	Floyd Doering, Wisconsin

4:30 Adjourn

Thursday Evening, March 17

Presiding Officer: Warren Weiler, Ohio   Secretary: John Coster, Nebraska

Reports of special-interest group meetings

Agricultural mechanics..................	Carlton Johnson, Ohio
FFA executive secretaries...............	G. Donovan Coil, Illinois
Instructional aids specialists..........	Harold Crawford, Iowa
State supervisors.......................	Ralph Guthrie, Illinois
Teacher-educators.......................	A. H. Krebs, Illinois

Business meeting........................Warren Weiler, Ohio
C. V. Roderick, Missouri

Adjourn

Seminar Participants

Illinois

J. F. Nickell
M. B. McMillion
G. R. Fuller
Paul Hemp
N. D. Ehresman
L. J. Phipps
A. H. Krebs
A. L. Utech
H. M. Strubinger
K. E. James
R. A. Guthrie
R. F. Espenschied
W. H. Witt
Don Coil
J. D. Sweeney
H. W. Homann
John Matthews
B. K. Bristol
O. C. Floyd
J. R. Warmbrod
Shaw Terwilliger

Indiana

L. R. Hilterbrand
Phil Teske
Howard Addison
Jim McGuire
Coleman Harris

Iowa

G. W. Sefrit
Duane Blake
G. F. Barton
H. R. Crawford
Rick Thomas
C. E. Bundy
C. W. Dalbey
E. J. Mabon

Kansas

H. R. Bradley
Ray Agan
Harold Shoaf

Michigan

Jim Hannemann
N. S. Gill
Bounnong Thipphawongi
Richard Karelse
Clifford Haslick
C. F. Albrecht
Albert Ackley
Raymond Garner
Harold Byram
H. E. Nesman

Minnesota

Joe Malinski
W. F. Bear
G. R. Cochran
M. J. Peterson
Paul Day

Missouri

J. A. McKinney
C. R. Weston
James Bailey
C. V. Roderick

Nebraska

J. K. Coster
G. W. Nickla
A. A. Kahler
Les Thompson
B. E. Gingery
R. W. Equall
Jim Horner

North Dakota

E. L. De Alton

Ohio

Wm. Weir
Willie Davis
Kenneth Parker

Ohio (cont'd)

W. G. Weiler
R. E. Bender
R. L. Hummel
J. E. Dougan
W. H. Wolf
Jim Stitzlein
C. E. Johnson
Gilbert Guiler
Floyd McCormick
J. A. Rolloff
P. F. Pulse
James Hensel
R. H. Wilson

South Dakota

H. W. Gadda
H. E. Urton

U. S. Office

H. C. Edwards
C. E. Minton

Wisconsin

Eugene Lehrmann
A. B. Cordes
F. J. Doering
D. C. Aebischer
Ray Wall
M. Thompson
Doyle Beyl
M. W. Cooper
W. T. Bjoraker
Gerald Matteson

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Field Representative
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Lafayette, Indiana

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Editor
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Alexandria, Virginia

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National Safety Council
Chicago, Illinois

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Interstate Printing
Danville, Illinois

Leland E. Bradley
Field Mgr.
American Zinc Institute
Lafayette, Indiana

Walter Jacoby
AIC Youth Program Director
Washington, D.C.

SECTION II

PROCEEDINGS OF THE SEMINAR

Monday Morning, March 14

"New Opportunities in Agricultural Education": Homer E. Edwards, Field Representative, Agr. Educ. Division of Vocational and Technical Education

It is a distinct honor and a personal privilege to speak to this group today as you begin a full week of much needed cooperative effort and deliberation aimed toward the improvement of vocational education in agriculture within the central and major agricultural area of these United States.

It would be presumptious for me to offer you any new formula for success in providing vocational education for agricultural occupations when, in fact, I have observed very few of your many successful local and state programs. Please allow me, then, to raise some issues with you for your continued deliberation this week as you work with each other in plotting a course in this broad area of vocational education.

The wording of PL 88-210 provides the expansion of opportunity. Our challenge is to determine specific needs for vocational education in agriculture, then to package and sell our combined best thinking.

The term "vocational agriculture" no longer describes a specific course or program. It is now a generic name or umbrella under which we must design many separate programs of vocational education aimed to provide systematic educational experiences that prepare the individuals enrolled for a specific entry job in an occupation where agricultural skills and knowledges are necessary for competency, or programs whose purpose is to upgrade individuals now working in an agricultural occupation.

The basic purpose of the Vocational Act of 1963 makes our area of opportunity "people" centered. Our concern is, and should be, with people. If as a nation, we are to achieve more closely our goal of full employment and opportunity for everyone, we must point our efforts at people--all of the people. Employers think first of needs, then jobs, then people. Vocational educators are charged with the responsibility of thinking first of people, then jobs, then programs that fit people into personally satisfying and challenging jobs. To quote the act--so that persons of all ages in all communities in the state--will have ready access to vocational training or retraining--which is of high quality--which is realistic in light of actual or anticipated opportunities for gainful employment--and which is suited to their--needs,--interests,--and ability to profit from such training. It is this content that I must operate in attempting to analyze our new opportunities in agricultural education.

One other point that I urge you to keep in mind as we look for our opportunities is this: Everyone does not need vocational education in agriculture but our goal should be to make vocational education in agriculture available to those people who want, need, and can use it.

Let's analyze our opportunities for service, some new, some old, but perhaps unfilled. We must consider (1) high school preparatory programs, (2) post-high school preparatory programs, (3) technician programs, (4) adult or continuing education programs for those now employed in agricultural occupations, and (5) manpower programs for those presently unemployed or underemployed.

High School Preparatory Programs. The preponderence of evidence seems to indicate that there is a need for vocational education in the high school. We know that many youth drop out before completing high school and many more will complete their formal education with high school graduation and seek immediate employment or enter partnership in a farm business.

It is my opinion that we need to continue to provide high school programs starting at least by the 10th grade and preferably in the 9th grade and/or age 14. These programs may be exploratory in nature, but definitely vocational. They should lead to specialized courses at the upper high school or post-high level although there is also need for some special courses for you with special needs.

Post-High School Preparatory Programs. States have developed different patterns in post-high school vocational education. I have separated post-high school programs from technician programs as I believe there is a difference. Our main challenge in post-high school programs is probably the combining of students who have started a vocational program while in high school with students who did not have that opportunity. In talking about post-high school programs, let's not assume high school graduation as a prerequisite.

Technician Programs. In my mind, the word "technician" implies those programs of vocational specialization that require for completion a minimum of one year intensive instruction beyond high school graduation, and of course, less than a baccalaureate degree. In these programs, there is additional emphasis on the "why" as well as the "how."

Adult Education. This division of vocational education in agriculture may still be one of our great areas of opportunity. What percentage of our employed people in farming and other agricultural occupations are now enrolled in systematic vocational education aimed toward improvement of occupational efficiency? The courses offered must be of the highest quality and probably specialized teachers are needed. Our job is to package and sell a quality product, not only to those who may enroll, but to those who help in the financing and administering of such programs.

Manpower Development and Training. We have done very little in the promotion and packaging of MDTA programs in agricultural occupations. No one else can assess the need and promote courses better than we. The law specifies that underemployed people are eligible for this training as well as unemployed. We must convince Employment Security and Department of Labor people of the need for training and perhaps specifically show them the possibilities. I think we owe our public this service.

Across the lines, I have drawn in this analysis, let's draw five more--horizontally or vertically as you choose.

Production Farming. Particularly at the high school and the adult levels, production farming is now and probably always will be our foremost program. We cannot neglect it as we look for new opportunities to be of service to people.

We still are not providing enough competent graduates to fill the vacancies on commercial farms. The average age of farm operators continues to increase. Farming is an industry that produces new wealth. It is the largest individually owned business in the world.

Farming is a dynamic, changing industry requiring increasingly competent workers. It is a growing industry whose image is improving as we face the population explosion. To maintain our present diet, we must double our food output within 35 years on no more than 8% more land. The time to train these production specialists is now.

Our adult programs must become more specific and systematic to serve the needs of present farm operators. We must consider a two or three year farm business analysis approach in addition to ongoing programs featuring production practices.

Production Agriculture--Other Than Farming. The increasingly affluent society in this country opens wide vistas of educational opportunity in the rapidly expanding agricultural production business of what were luxuries a few short years ago--flowers, flowering plants, shade trees, grass, turf, specialty crops, and livestock.

In many states, all vocational education programs of this type are new for vocational agriculture. We must design high quality vocational programs at all levels, high school through adult.

Processing Agricultural Products. This is new ground to plow. We have not even determined where the line fences are going to be. The only guideline we have at present is the wording of our vocational legislation, "Any occupation involving knowledge and skills in agricultural subjects, thus requires competencies in one or more of the primary areas of plant science, soil science, animal science, farm management, agricultural mechanization and agricultural leadership."

Let's use good judgment and logic as we explore our educational opportunities here, tempering our judgment with the challenge that vocational education is people centered and we are vocational educators. Trade and industrial educators can cooperate with us or help us build the line fence if one is needed.

Distributing Agricultural Products. This, too, is new ground and an area in which we must cooperate with others in getting the job done. We must work in close cooperation with our Distributive Education Specialists as we search for opportunities to be of service to people of all ages. Remember that the goal is to provide competent people for jobs rather than to bicker over procedural details.

Servicing Production Agriculture. This is fertile ground and an area we can plow deep. I would further divide this field into two categories:

(1) Services for people in production agriculture such as farm machinery repair and maintenance, artificial breeding technician, spraying or fertilizing services, etc., farm record analysis plus many others.

(2) Agricultural services for other people such as landscaping, park and recreational areas management, care of pets, care of riding horses, etc.

The last three areas I have mentioned are, of course, all new areas of opportunity. All are based on a prosperous production agriculture where the continued trend toward specialization demands new kinds of programs.

I am completely confident that we professional educators can and will find these new and exciting opportunities, but, new opportunities bring new and increased responsibilities to state staff members. Our program must and will be evaluated. We must compete for funds with all other occupational fields and must prove our judgment.

Program evaluation will be based on (1) the competency of our graduates and (2) the ability of the graduates to obtain placement in their chosen occupational competency. We may not like this, but it will be a factor in our future. As we face this challenge, may I suggest that all of us read and re-read the new objectives bulletin prepared by a hard-working committee of our peers and adopted by our group as well as the Division of Vocational and Technical Education. Our teachers, too, need to become completely familiar with this document.

As members of the state supervisory and teacher education staffs, you are charged with the duty of determining direction for your state program of vocational education in agriculture. Your presence at this meeting indicates your interest. May I take a few minutes to mention some new or added responsibilities I think are important:

1. WE MUST INFLUENCE THE KIND AND NUMBER OF SPECIFIC PROGRAMS STARTED WITHIN THE STATE:

    a. To prevent duplication of effort.
    b. To assure the variety needed in the state.
    c. To place the programs in the areas of the state where needed.
    d. To select the best equipped institution.

The rapid increase of area vocational schools and community colleges makes this responsibility immediate and most difficult.

2. WE MUST FOSTER A CONTINUING DIALOGUE WITH EMPLOYER GROUPS TO DETERMINE THE PRECISE YET CHANGING COMPETENCIES EMPLOYERS EXPECT OF BEGINNING EMPLOYEES AT THE SEVERAL AREAS OF EMPLOYMENT.

    a. These groups are willing and anxious to work with us.
    b. There should be a state consulting committee for each major occupational area in the state.
    c. Utilize the work of National committees when available.
    d. Keep in communication with neighboring states.
    e. Divide staff responsibility to achieve a close working relationship on a continuing basis.
    f. In many cases, these people are not familiar with our program or its many opportunities for service. We cannot assume they will be enthusiastic toward us. We must prove our ability.
    g. These are new groups for most of us. Use Trade Associations and University specialists in making contacts.
    h. Insist on job analysis within the different levels of beginning employment.

3. WE MUST MAKE SURE THAT PROGRAMS ARE OF SUFFICIENT BREADTH AND DEPTH TO ASSURE EMPLOYABILITY.

    a. This includes high standards for supervised occupational experience.
    b. Preparatory vocational programs require supervised occupational experience commensurate with the students occupational objective.
    c. Written agreements are essential to protect the student, the school, and the employer.
    d. The graduate when placed, proves the worth of the program. He must be competent at the level trained.

4. WE MUST RECOGNIZE AND PLAN FOR INCREASED MOBILITY OF PEOPLE.

    a. Many students will start a program in one school and complete in another, or transfer from a comprehensive high school to an area vocational school. Repetition should be kept to a minimum.
    b. Is there a common body of knowledge that should be achieved in grades 9 and 10 from which preparatory students go into the various specialized programs?
    c. Can we prepare and agree on a job analysis that fits in logical sequence for various levels of competence?
    d. Consideration should be given to teaching on the basis of occupational objective rather than community needs--A horizontal rather than a vertical approach.

5. WE MUST BUILD PLATEAUS INTO PREPARATORY PROGRAMS WHERE STUDENTS OF LESSER ABILITY OR DESIRE CAN BEGIN EMPLOYMENT ON A TEMPORARY OR PERMANENT BASIS.

    a. As we explore our role in occupational education, we should see and identify hierarchies of jobs in agricultural occupations. This insight might be stated as providing for "open-ended" occupational preparation. It might start with occupational preparation at the high school level, from which students may move into vocational programs at the post-high school or junior college level, and in some cases, into a four-year college. Each of the occupational curriculums must lead to an identifiable occupation.
    b. We must find job opportunities and vocational programs for the person with less ability and assist in removing the stigma of service occupations in or out of agricultural occupations. There is dignity in work--in competence at every level--and in taking a place or contributing to the goals of our society.
    c. Most preparatory programs begin with a common body of skills and knowledge that can start at a fairly early age. Let's not buy the idea of postponing vocational education until after high school.

6. WE MUST DETERMINE THE NUMBER AND KINDS OF TEACHERS WE NEED, THEN ACTIVIELY RECRUIT AND PREPARE THEM TO DO A HIGH QUALITY JOB OF VOCATIONAL EDUCATION.

    a. Consider new programs, retirements, promotions, and number leaving teaching in determination of number.
    b. There are some decisions to be made as to source of teachers for vocational education--college graduates in agricultural education, college graduates in agriculture, successful agricultural experience, when and where will education course work be done, amount of occupational experience needed.
    c. Teaching must become a more desired occupation.

7. WE MUST PROVIDE A SYSTEMATIC PROGRAM OF IN-SERVICE TRAINING FOR BOTH OUR PRESENT TEACHERS AND THOSE WHO FILL NEW POSITIONS.

    a. Retreading is not enough. Three hours of landscape horticulture will not change a dairy major to a horticultural specialist.
    b. We must take steps to eliminate the fear of present teachers that they must teach all agricultural occupations or lose out; and to prevent below-average teachers from changing present program to a poorer program in emerging agricultural occupations.
    c. Keeping up with scientific progress in all specialists is becoming more important daily. A systematic in-service training schedule must be devised and some degree of teacher selection for enrollment maintained.
    d. In some states, teacher education departments need to be enlarged to provide personnel whose main concern is in-service training.
    e. In-service teacher education programs must recognize the need for 12 month teacher employment. Concentrated courses or drive-in courses are needed.

8. WE MUST SHOW THE WAY IN SHARING.

    a. Teaching materials

        1. National contracts
        2. Share state prepared materials with each other. Keep others informed as to plans to prevent needless duplication.
        3. High quality is essential.
        4. Only by sharing responsibility can we produce the needed materials for emerging needs.
        5. Successful teachers should be used in the preparation of teaching materials--be practical. If used, give them time to do a competent job.
        6. Teaching aids are as important as source units, modules and course outlines.

    b. Sharing with other vocational services

        1. There is a job to be done. Let's build on the competencies of other vocational educators and take the lead in co-operation.
        2. We have competencies that can be made available to other services.
        3. Consider job analysis, course building, teaching, in-service training, teaching materials.

    c. Facilities and equipment between local departments and between program areas.

9. WE MUST BE MORE CONCERNED WITH PROGRAM GOALS (COMPETENCE AND EMPLOYABILITY) THAN WITH PROCEDURES.

    a. Innovation should be cultivated. We need new ideas.
    b. High program goals require better facilities for learning, equipment, supplies, teaching materials.

10. WE MUST INCREASE AND IMPROVE STATE PROFESSIONAL STAFF.

    a. Variety of programs demand more supervision and leadership from the state level.
    b. Someone must keep up to date on specialized programs. Delegation of responsibility is essential.
    c. We are working with more groups and individuals, consulting committees, local school boards, colleges, area schools, etc. Contacts must be made, informational materials are needed.
    d. New occupations are emerging.
    e. Consider need for advanced study, research, sabbatical leave, instructional aids, etc.
    f. Let's maintain a continuity of leadership by locating and employing younger people into state positions.

You probably have noted that few specific new programs have been mentioned and that most of my discussion on issues has been in generalities. Many important areas of agricultural education such as follow-up records, the need for experimental and pilot programs, youth organizations, research, contests, and awards, the image of agriculture, and administrative policy have been omitted but are not of less importance.

For those omitted and for those mentioned, our next step is to agree on principles of operation as we have already agreed on the objectives. This conference will help solidify our thinking so that positive action can and will take place in each state in the region. Mr. Hunsicker pledges his assistance and that of the Washington Office. I can speak for the Region V office and for my unknown partner in the Region VI office in stating we are at your service where we can be of help to you. In fact, we need your help in determining where we can be of greatest assistance. Your candid opinion as to our role is solicited.

It is my honest opinion that we face an ever increasing opportunity and responsibility in vocational education for agricultural occupations. We have the desire, the capacity, and the will to move forward and we will.

Memorial Service to Claude C. Minteer

Claude C. Minteer, Associate Professor, Emeritus, Department of Agricultural Education, University of Nebraska, died Monday, January 17, 1966 at the age of 77.

On January 28, 1919, following discharge from the army, C. C. Minteer began his teaching service in vocational agriculture at Bratton-Union Consolidated School in southeast Nebraska.

In June, 1919, he was given the opportunity by Dr. H. E. Bradford to become a member of the newly established Department of Agriculture and Home Economics Education of the University of Nebraska. His work officially started at the University September 1, 1919.

"C. C.," as he was known by his many friends, was born in Conrad, Iowa and moved to Neligh, Nebraska at the age of 21. He graduated from Iowa State College with a B. of Sc. degree in 1916. His master's degree was received at Nebraska in 1922. He also attended Cornell University.

In the 35 years with the University of Nebraska, all but two and one-half years were directly connected with the vo-ag teacher-training work. The "time-out" was as Assistant Director of War Training during World War II.

Four hundred and eighty-seven men completed qualifications as vo-ag instructors under Professor Minteer's guidance. He has watched with pride as these men advanced to important positions in Nebraska and all points east, west, north, and south.

Professor Minteer retired from the University of Nebraska in 1954. For the next four years he worked with the state highway testing laboratory. Mr. Minteer was a 30-year member of the American Legion, a member of the Masonic Lodge 19 AF&AM, Scottish Rite, Shrine, Gamma Sigma Delta, Phi Delta Kappa, Lambda Chi Alpha, and School Masters Club of Nebraska. Survivors include his wife, Susan, of 1120 N. 37th Street, Lincoln, Nebraska; son, Bruce, a teacher in the Scottsbluff public schools; and two sisters.

Central States Seminar Program

Tuesday Morning, March 15

Business Meeting: Chairman, C. V. Roderick, Missouri
Secretary, Arnold Cordes, Wisconsin

1. Question: Shall we continue this 13-state Regional Conference as conducted in the past?

   Motion by Harold Byram, seconded by Ray Agan, to continue the Regional Conference. Motion carried by voice vote.

2. Question: What is the preferred time for this Regional Conference?

   Motion by Harold Urton, seconded by Ray Agan, to hold conference on dates comparable to this year. Doyle Beyl moved, Floyd Doering seconded, to amend the motion that the first Conference session begin Monday at 1:00 p.m. The Amendment was lost by a 20 to 16 vote. The original motion was then passed by a voice vote.

3. Question: What is the preferred length of the Regional Conference?

   Motion by Curtis Weston, seconded by De Alton, that determination of conference length be decided by the program committee. Motion carried by voice vote.

4. Neal Gingery, Nebraska, announced the dates of the Nebraska Research Conference--August 2 to 4, 1966.

5. The Chairman announced the Nominating Committee members as follows: Harry Nesman, Harold Urton, Ray Agan, and Clarence Bundy, Chairmen.

6. A poll was taken as a guide to Homer Edwards to determine workshop preferences in the Technical Program areas:

a.	Organization of a National Young Farmer organization	- 9 votes
b.	Off-farm agricultural equipment	- 17 votes
c.	FFA executive secretaries	- 10 votes
d.	Instructional materials	- 22 votes
e.	Farm business analysis	- 11 votes
f.	Off-farm agricultural mechanics	- 14 votes
g.	Agri-business	- 9 votes
h.	Disadvantaged youth	- 9 votes

7. A show of hands indicated the group present to be in favor of shifting the scheduled Friday morning program to Thursday evening and Conference adjournment to follow that session.

8. The Business Meeting was adjourned at 8:35 a.m.

"Objectives, Goals, or Fundamentals of High School Instructional Program":

Ray Agan,
Kansas State University

For a period of time, which seemed like several years, we asked ourselves at this conference the question: Is vocational agriculture at the crossroads, which way should we go? Today we find ourselves rocketed down a multi-lane road with much traffic away beyond that well-worn crossroad upon which we circled for so long. The propellant for our rocketing is the Morris-Perkins Law, the Vocational Education Act of 1963, which we now find ourselves attempting to control, attempting to implement to the best advantage. The question of "When" is past--we now search for a more complete answer to the question of "How."

Modern objectives for vocational and technical education in agriculture have been well outlined for us in an office of education bulletin under this title. Basically they follow our conference outline today or we follow them even though the rough outline for our conference was prepared before the bulletin was distributed. The three major objectives seem to me to be (1) to develop competencies in production agriculture, (2) to develop the teaching of agricultural occupational opportunities, and (3) to provide occupational experience programs. The other three (a) placement, (b) human relations, and (c) leadership, seem to me to blend into the first three, and perhaps fit well into the future farmer part of our program of instruction. The question of "how" has grown until we worry about how to adequately teach just one phase of the program in the time we have. With the technical knowledge of production agriculture doubling before the next decade, how can we even adequately teach this phase of our field? Education must step up its process if it is to keep step with society. An example of the accelerated speed with which we are competing is shown in the fact that it took 112 years for the science of photography to move from discovery to use commercially. It took 56 years for the same process with the telephone, 35 years with the radio, 15 years for radar, 12 years for television, 6 years for the atom bomb, and 5 years for transistors. This acceleration of social change is followed with the phenomena of enlargement of social organization and mass processing of people.

We become acquainted with the word "cybernation" which refers to both the manipulation and fabrication of material objects by automation and to the manipulation of symbols by computers. Using the word "cybernation" saves continually repeating "automation and computers," and it eliminates the sense of rigid mechanization that tends to be semantically associated with the word automation. The word cybernetics came from the Greek word meaning steersman or helmsman. In the chemical industry, this process of cybernation has cut production jobs by 3 per cent since 1956 while output has increased by 27 per cent. In the steel industry, it has made 17,000 less jobs and increased production by 20 per cent. Bell telephone now handles 50 per cent more calls with 10 per cent less people. The Bureau of Census had 50 statisticians on a job in 1960 that required 4,100 employees 10 years before. In agriculture, the meat industry has 28,000 fewer workers and has increased output by 3 per cent.

The farmer, likewise, now produces food for himself and 31 others. This figure in 1949 was himself and 15 others. So, cybernation has come to farming, agriculture.

We are not only faced with this type of change as we attempt to educate, but we also are challenged to teach a population on the move where every year one American in five changes his address and one person in four now lives in a state other than the one in which he was born. As vocational educators, we have the problem of preparing experts in the phenomenon of accelerated social change and the phenomena of large organizations and mass processing of people. All this indicates that improved methods must be found--methods become more and more important in their relationship to the subject matter. Increased attention to methodology is a must when we fully realize that added to the rapidly growing production-agriculture body of knowledge we also have a very real and pressing obligation, if we are to fulfill our function adequately as outlined in objectives 2 and 3--that of teaching occupational opportunities and providing occupational experience programs. These three tasks seem to crowd to the foreground of the task of teaching vocational agriculture. The question of "how" gets louder and louder.

The number one fact to consider in approaching the solution to this program seems to be that we are working in a situation where the future in subject matter and the future in agricultural opportunities are a rapidly growing unknown quantity. The number two fact to consider is that the educated person is the one who solves life's problems well and continually strives to keep abreast of newly found information--intellectual curiousity we might call it. Last night I was with Neal Gingery when he ran into an ex-student of his from Nebraska, here in Chicago to market cattle. The man was certainly abreast of the new developments in the field of cattle production. However, I don't suppose he has been in a formal education program for several years. B.E. tells me he advised him not to go to college in those days when he graduated from high school, but he did give him that spark of intellectual curiosity which kept him successful in modern farming. Thirdly, it is more and more important that the educated person has the ability to understand and get along well with all the peoples of the world. How can we do this? What methods of teaching become most important?

The critical elements of teaching method apparently include the processes of recalled use, cause and effect, and repetition by doing. Interest must be native or induced by the method. We then have a vertical cross sectioning of objectives. Horizontally, we have the objectives of production agriculture, occupational opportunities, and occupation experience. Vertically, we have the objectives of thinking, understanding, and applying. The subject matter to supply the meat which attaches to the skeleton of teaching method starts with those desirable and worthwhile things the students are tending to do--for us--what they do vocationally and agriculturally, but it is very important that we start where they are.

By drawing teaching methods and subject matter from these perceptive experiences of students, basic concepts may be established which, when applied through the thinking and understanding processes, make it possible that decisions may be made, goals established, strategies planned, work organized, and application made. Basic concepts, thus taught, grow like snowballs rolled in wet snow as they are applied. It matters not if the area of technical subject matter we call X is not in the curriculum, if we have done these other things well with the subject we use. Of course, subject matter must be carefully selected, but it cannot all be taught. This is not entirely new. Cotton raising has not customarily been taught in the vocational agriculture programs of Kansas. Yet, I dare say that a well-trained graduate of Kansas vocational agriculture would have the ability to successfully farm in a cotton area because he would use the same concepts of crop production in Kansas--blending them with new techniques and knowledges which he has learned to acquire, analyze, and apply. The three "a's" of knowledge--acquiring, analyzing, and applying combined with basic concepts resulting from education experience become the key to success of the educated youth in a world of knowledge new and strange to him.

Another example comes in the area of occupations. Assuming the average worker in agricultural occupations changes jobs seven times in his career, an important part of the educational process becomes the teaching of the ability to acquire information at the proper time about now unknown occupations, analyze both the occupation and self for compatability and decide whether the self has the ability to apply his traits toward success in the occupation under consideration. This is a different objective than covering a pamphlet or textbook about occupations. Many firms have learned to protect themselves against catastrophic change by diversifying. What about protecting the individual by diversifying him? A 'four-job man" might work one week of the month in an automobile plant, another week in a steel mill, another week in a packing house, and a fourth week in an electronics warehouse. This worker would develop a diversity of skills and probably develop greater capacity for self-renewal. He would be protected against total, quick, and arbitrary obsolescence, and could change jobs and job skills in increments rather than as a total package. I think this also has the objectives of vocational agricultural educational programs.

The objective of giving the student a body of concepts about self and practice in applying such concepts through the understandings and thinking processes involved in new occupational situations becomes the more important objective, but it leads to a much improved process over the trial and error process at the 7-job changing periods of an occupational career. I would not suggest in this preparation that we fail to give emphasis to the area of human relations and leadership. As cybernation develops in our world of occupations, we have increased need for educational objectives which point toward human relationships. To review the developments which point strongly to this need, we need to recall that first we had the man at work, and then the man and the machine at work, and finally we frequently have only the machine at work. The man is often removed from the locale of the work. When he is removed there is the likelihood that some important social outputs have been removed. When these are removed they become an important objective for our educational process--these more closely are allied with the objectives for citizenship, leadership, etc. We might call it Mr. Future Farmer's influence on the life in the streets of a big city.

A simple example lies in replacing the man at the corner newsstand with a metal box that holds newspapers and allows us to take a newspaper when we insert a coin. The changeover is made by an economic calculation, but what social outputs are lost? The newspaper vendor was eyes on the street. He saw everything that occurred on and around his corner: It was to his interest to see that it remained a nice corner, a safe corner. Those who were out to do harm had to anticipate those eyes and had to anticipate that the vendor was a steady source of information for the police. He was, in short, an important part of the social control of the city neighborhood. The newspaper vendor was also an expert in small talk. The regular customer not only got a newspaper, but also a verbal account of the latest baseball scores, the latest corruption, the latest happenings of Elizabeth Taylor. The vendor had an interest in talking as part of friendly service to old customers, and the customer had a regular excuse for talking to the vendor. In the city city, a person needs an excuse to talk to others on the street, and be talked to--to be small-talk agents of society and help knit together people who tend to pull apart into enclaves and sub-cultures.

By the time we retire the newspaper vendor from the corner and replace him by a metal box, we have usually also closed up the curbside grocery, moving it inside the supermarket, and we have usually also taken off his beat the policeman and put into a radio car, so he can cover more territory. At the same time, we also build apartment houses so that they face away from the street and are buttoned up to the street, so that the old lady on the third floor who used to see everything has had her eyes removed from the street, and then, of course, we have quite literally lost control of what goes on in the street. The walls do not see and the coin-operated machines do not see, and people who do interact are people who do not care. Society fragments into small subcultures whose members care about one another but do not feel responsible for outsiders. This contributes to the situation where in the most advanced cities of the most advanced societies in the year 1966, neither adult nor child can engage in the simple act of going out for a walk in the evenings in safety. We need to wonder about a civilization that is one-fifth jungle, where the interactions of men with men in daily affairs have been so altered that, by any criteria of civility, we are headed in the wrong direction. This situation implies much for objectives for our educational system.

Also important in our consideration of objectives for education is the fact that for every student with the I.Q. of 120 there is a student with an I.Q. of 80. We must also keep in mind that there are actually five types of intelligence: (1) memorization, (2) cognition (understanding), (3) convergent thinking, (4) divergent thinking (creativity, ways of seeing items), and (5) evaluation (good, bad, beautiful).

Our schools in the past have emphasized the number one and two types of intelligence. This does not meet the needs of all our pupils. Churchill was good in the number four type of intelligence, but was quite poor in number five.

With so much to teach, if our teaching objectives can be to organize the world of agricultural objects and events into a smaller number of categories called concepts and perhaps the concepts further organized into hierarchies of rank order as those used in the biological sciences, and if the student "learns by doing" in applying himself, using his peculiar set of qualifications and characteristics, following the basic steps of scientific thinking and seeing the cause and effect relationships related to developing understandings and if in all this process he learns to live with his fellow man, we yield a better educated individual more aptly prepared to meet tomorrow's world of yet undiscovered subject matter and the yet unidentified agricultural occupations.

"Teaching Basic Production Agriculture": Harold Shoaf, Assistant
State Supervisor, Kansas

1. According to the Institutuion of Life Insurance analysis of the Federal Reserve Board Study, the fact was revealed that young men are moving into farming at about the same proportion as any other business.
2. In a study by Professor Howard Bradley of Kansas State University, 25.9 per cent of 1959 agriculture graduates are now employed in farming with 12.6 per cent in farm related occupations, for a total of 38.5 per cent in occupations related to farming.
3. There are 3.7 million farmers in the United States. Considering 40 years as an average life of farmers, this would mean a need of 92,500 to replace those retiring from the field. In Kansas there are approximately 100,000 farmers. Assuming 40 years is the average life of a farmer, this would mean that Kansas needs 2,500 trained farmers to replace those passing away. In 1965 there were 1,335 seniors graduating from vocational agriculture in Kansas. If all graduates went into farming, there still would not be enough trained individuals to supply the need for skilled farmers.
4. Businessmen who specialize in particular fields should be brought into the vocational agriculture departments to give up-to-date instructions. Too long has one teacher endeavored to know all the answers to all problems in all fields.
5. A change of curriculum which will allow individuals to select specific areas, such as chemistry, horticulture, farm machinery, farm power, sales and services, on a semester schedule is being used on a pilot basis in Kansas. This has been popular and will increase.

6. Unification in Kansas will mean less departments, more multiple teacher departments serving more students than in the past. The below-average department will not survive in the future regardless of the courses.

7. From the beginning of man until the year 1830, the world reached a population of one billion people. In the next 100 years, the world population rose to two billion people. From 1939 until the present day we saw this increase to 3.2 billion people. By 1980 the forecast is 4.5 billion people in the world. As teachers of vocational agriculture, these statistics pose a vital responsibility in teaching the production of food and fibre. These sky-rocketing demands must come mainly from United States, Canada, and Western Europe. This could create quite a change in the farming picture in the next four years. At the same time, our stockpile of food is disappearing at an alarming rate. The excess food we have called a surplus is now becoming a strategic reserve. Neville Hunsicker, United States Office of Education, Washington, D.C., estimates that 70 per cent of agriculture teaching in the future will be in the area of production agriculture.

8. The teaching of production agriculture will be of utmost importance in those states who are basically responsible for the production of food and fibre.

"Agricultural Occupational Opportunities": Gilbert Guiler, Ohio

Webster says, "Opportunity" is at an appropriate or favorable time. Why should we teach about occupations in agriculture or career selection? From the new Bulletin No. 4 - Objective No. 3 on page 5 reads as follows:

1. "To Develop and Understanding of, and appreciation for career opportunities in agriculture and the preparation needed to enter and progress in agricultural occupations."

We as supervisors and teacher educators have a responsibility in seeing that this objective is carried out by teachers in the schools.

2. Today agriculture is broad and complex involving hundreds of professional and technical occupations which require extensive knowledge and highly developed skills: Current trends indicate that agriculture will become even more complex and more specialized. "Occupational Information is indispensable - One cannot choose what one does not know" - But information alone is not enough - Knowledge and acceptance of one's own aptitudes, abilities, limitations, interest, values, fears, and likes are all essential.

3. Occupations in agriculture are changing constantly and with great speed. Students must be aware of these changes. Some occupations each year actually become obsolete. For example, we have this recent dramatic change right before us--success in farming, as an example. Only a short time ago production jobs constituted the

majority, but today 60 per cent of the jobs in agriculture are service. This figure may even go higher. We must train for a "cluster of jobs" and not concentrate on one specific task or employment opportunity that may exist today, but obsolete tomorrow. "For . . . today is the tomorrow we talked about yesterday."

4. Fewer people will be engaged in production agriculture. Statistics indicate that the average size farm in the nation has increased from 174 acres to 302 acres in the last 20 years. Yet, as I observe classroom teaching, it appears that all vocational agriculture students were going into farming. This we know is not the case.

As supervisors and teacher educators, we can alter this teaching approach in our student teaching courses, our curriculum plans, and the in-service training programs, etc.

5. There is and will be even greater competition for the labor force.

We would all agree that the need for opportunities is not our problem but how to teach or provide for our students the learning of these opportunities in agriculture is our problem. That is, we have ample opportunities in agriculture for our students but the problem is that these opportunities become smothered and lost in the competition with jobs in industry and attractions of more money to our youth. Some high school students are now leaving school and earning $3.50 per hour in industry.

6. The teacher of vocational agriculture is the most capable person to do this job of teaching agricultural occupations. Thus, the teacher in the triangle The Educator becomes shouldered with a
(teacher)

Parent Student

major responsibility of teaching - occupational opportunities. Parents - many parents make specific plans for their children, but for the most part they want him to get the best education that is more compatable with his ability, interest, and aspirations.

Throughout the nation we are discussing the problems of the disadvantaged youth or commonly known as the "culturally deprived." Today, however, we need to give attention to our students who are occupationally disadvantaged, or "Occupationally Deprived."

What occupational information do our students need to know?

1. Number and types of annual employment opportunities in agriculture. Geographical locations--number of placement opportunities which can be secured from state reports of "available market data."

2. The nature of the work--how, where, health and accident hazard.

3. The abilities required of occupations in agriculture. Education, personal qualifications.

4. Salaries, conditions of employment--vacations, sick leave, and dues.

5. Opportunities for advancement in the agricultural occupations, and related occupations to which the job might lead.

6. Promise of satisfaction--security, fringe benefits. Just to mention a few. How to teach - "Occupational Opportunities in Agriculture."

As we teach the various units of the agricultural then time should be allowed for developing understanding, among our students, of the agricultural occupations in that respective cluster or group of problem areas.

Some specific techniques that have proven successful:

1. Study the relationship of occupational opportunities in each "cluster" as the problems are discussed.

2. Have each student to establish some specific goals and standards by which he desires to work by in his chosen vocation.

3. Assign students additional reference for study and reporting to class about a likely occupation appropriate to their interest, capabilities, and aspirations, fears, etc.--a personal inventory of themselves.

4. Maintain "check list of facts" on occupation desired of each student.
    a. Education requirement
    b. Physical requirement
    c. Unions requirement

5. Dramatize the "progress" that each student has made toward understanding the occupations as we may study credit--marketing, role playing, etc., in class. Discuss progress of student in his "occupational pursuit" with parents. The image of vocational education in agriculture must be improved in the minds of the parents. Recruitment is not our problem today--it is communications and acquaintance.

6. Broaden the student's horizons and conceptions about the occupations by personal participation, personal interview, personal research, personal involvement in the "world of work" in relation to his cluster of occupations. One good example is by means of class demonstration of case situation. In 77 different classroom situations which I have been in since September 1st, I have not heard one word about agricultural occupations or careers.

7. Through "work experience of occupational experience programs."

8. Field trips to witness the occupations. In what ways are the community and its resources being used in the improvement of instruction? The agriculture mechanics people, the nursery, the hardware, the elevator, the banker. The M.P.A.T.I. program has been well received by educators. Vocational agriculture needs some good films on agricultural occupations beyond what we now have.

9. Cross fertilization of educators (teachers and staff) in agriculture, industry, science, math--general educator--sociologist and psychologist and school counselors. The school counselors usually have the test results and biographical data on each boy and girl. "No man is an island unto himself."

10. Involve other vocational services--Trade and Industry, Distributive Education, Guidance, Business Education, and others. Cooperative agreements via team teaching are necessary in respect to the training programs in these fields.

11. Labor and Employment Security Office or other governmental agencies have data reports on many job descriptions.

12. Use of satellite committees in the community.

13. Teach on the basis of principles--both economic and biological in order to develop this understanding and appreciation of career opportunities as outlined in objective No. 3.

14. We must keep in mind our pattern of instruction in vocational education--"the class work and directed or supervised practice in agriculture which was studied in class." This pattern must not be forgotten! Let's not forget there are jobs still available on the farms.

Summary

Success in terms of the pre-employment information and instruction will depend upon: demonstration of basic knowledge or skills needed to earn a living; knowledge of world of work--occupations, entry and progression requirements, salaries, benefits; working conditions, attitude, method of student self-appraisal, and knowledge of how to obtain a job as well as how to keep it after employed. This could well be a course in itself.

We really don't know yet how wise ninth grade students might be about their vocational preference if they had accurate and adequate information about agriculture occupations. We do know many high school seniors and college seniors are as naive and bewildered as ninth grade boys, so apparently something more than age or maturity is needed to achieve wisdom.

In this brief presentation, I have not intended to cover every important aspect of our job in agricultural occupations. The magnitude of this task will take considerable effort on our part as supervisors and teacher educators. I trust many more innovations will come to light as we focus in on this task and exchange ideas this afternoon.

There are many good references and much work has been done by staff personnel and states represented here today. However, I'm sure they agree we have much to do as we resolve the problem of our "occupationally deprived" students in vocational agriculture.

Small Group Discussions

Group I: Chairman, Raymond Gardner, Michigan
Secretary, Duane Blake, Iowa

1. Discussed the influence of area vocational schools upon the high school vocational agriculture program--service areas and vocational horticulture areas can be developed on the high school level.

2. Heard and discussed a report of the area vocational school in Ohio.

3. Discussed the rank and file vocational agriculture department in regard to tracking with multi-men departments, etc. It appeared that most of the programs in the various states are still nebulous and in the pilot stage. The trend seemed to be more emphasis on production agriculture, with specialties during the third and fourth year.

4. Discussed needs of the student teacher in preparation for teaching related off-farm occupations. Some felt that we should encourage technical agriculture graduates to become qualified to teach vocational agriculture by an additional year of graduate work in agricultural education.

5. We need to strengthen vocational agriculture teachers through added in-service training.

6. Even though many vocational agriculture teachers are in small communities, they should be encouraged to do some teaching of off-farm related occupations and provide some supervised occupational experience.

7. Seemed to be quite a bit of encouragement to maintain the agriculture mechanics phase of all related off-farm occupational training. Example: horticulture training to include the mechanics of the physical plant, etc.

Group II: Chairman, Dale Aebischer, Wisconsin
Secretary, Norman Ehresman, Illinois

1. Chairman asked for reactions to Dr. Agan's presentation. Comments:

   a. Objectives of vocational agriculture should reflect the needs of students.

   b. Cautioned against becoming subject matter oriented rather than student oriented.

   c. Student orientation is perhaps implied.

2. Discussion on criteria for approving vocational agriculture departments--considered to be difficult to disapprove a department for aids.

3. Reaction to Harold Shoaf's talk.

   a. The poor quality agriculture department will fail regardless of course offering.

   b. Teacher supply influenced quality of teachers employed.

4. Reaction to H. Guiler's talk.

   a. Integration in occupational instruction in vocational agriculture was desirable.

5. Discussion on Kenneth James' talk.

   a. Wages paid in an experience program should be only incidental to the learning experience.

   b. In some cases production agriculture experience programs may be the best programs.

   c. A discussion of land laboratories and their use resulted in no definite group opinion or agreement.

Group III: Chairman, Harold Shoaf, Kansas
Secretary, Richard Karelse, Michigan

1. The objectives of vocational agriculture were discussed briefly and are generally accepted as given in Bulletin No. 4.

2. The following problems were presented by the group for discussion:

   a. Should "downtown" businessmen or specialists be brought into the classroom?

   b. Based on facts, how many actual opportunities are there to enter farming?

c. Should the vocational agriculture teacher teach production agriculture as well as related agriculture?

d. Should the teacher who teaches the class also do the supervision of the "out of class" work?

3. Answers:

a. In the first two years of basic agriculture, the teacher may involve businessmen to "show a point." In the advanced years or post-high school, businessmen and specialists should be brought in to teach whenever they can do a better job than the regular agriculture teacher could do.

b. There doesn't seem to be any agreement on how to obtain facts or what facts to use in determining opportunities in farming.

c. The general opinion was that the agriculture teacher should teach related agriculture and also supervise the work experience. It was felt that if possible we should have teachers with special training in specific areas to teach specific related areas of agriculture.

4. What is a realistic teacher load in developing programs of agriculture occupations alongside basic production agriculture?

Appears to depend on the type of community and needs of individual students, but four or five 1-hour periods per day plus an adult program seems to be typical.

5. What will a typical future agriculture department be like?

Two years of basic production agriculture. Some off-farm agriculture occupations program including work experience. Perhaps basic agriculture in junior-senior years and the technical and work experience part of the program in grades 13 and 14, as area schools become better established.

6. What about high school farm business analysis?

Generally, this will become a part of the post-high school program. However, this is a good basis for teaching production agriculture during the senior year.

Group IV: Chairman, Kenneth James, Illinois
Secretary, John Matthews, Illinois

1. The group was concerned particularly with the need for lending emphasis to the third major objective for vocational and technical education, recently published by the Joint Committee of the U. S. Office of Education and the American Vocational Association: "To develop an understanding and appreciation of career opportunities in agriculture and of the preparation needed to enter and progress in agricultural occupations."

2. Schools are having problems doing very much in offering courses in the off-farm occupations. Almost all schools being single-teacher departments, problems of getting this training done due to teacher time and load arise.

3. There is a great need to get schools to permit enrollment to be such that instructors have time to give adequate attention to each student. The total number of students per instructor tends almost always to be too large.

4. Courses should include materials to cause some of the students to be inclined to decide to go to school for additional years--technical or regular college or university. This can well be a part of agriculture occupation training.

5. Parents need to be informed of opportunities in agriculture as well as guidance personnel, teachers, and potential employers.

6. Problems in all vocational education:

    a. All services

    b. Overlapping

    c. Cooperation--in schools (different services)

    d. Selection of students

    e. Use of advisory committees (not council)

    f. Selecting of training stations

    g. Correlation of classroom instruction and on-job instruction

    h. Qualifying instructors

Group V: Chairman, Ray Agan, Kansas
Secretary, R. E. Gingery, Nebraska

The question presented for discussion was: In curriculum planning for a vocational agriculture program in secondary schools should there be a specific approach or generalized approach?

Comments were as follows:

1. Post-high school program offerings may affect the high school vocational agriculture programs.

2. Enrollment in post-high school vocational and technical programs in Minnesota totaled, this year, approximately 4,000 males and 2,000 females. It was not the exact number in vocational or technical post-high school programs but a study to determine this number was being considered.

3. Of 1,100 students enrolled in post-high school vocational and technical programs in Ohio, around 5 per cent are in the agricultural area.

4. Divergent views prevailed as to the degree vocational agriculture should be exploratory.

5. One state reported that in communities where no vocational agriculture department had been established, few people entered into professional fields of agriculture.

6. The McCracken County plan in Kentucky was briefly discussed with its implication for curriculum planning.

7. The "principles" approach and its value in vocational agriculture teaching was reviewed.

8. It was thought that possibly vocational agriculture teachers were utilizing the "principles" approach without realizing it.

9. Useful citizenship should be a point in curriculum development.

10. The question was posed "What implications do non-farm students have for vocational agriculture programs?"

Questions discussed concerning occupational experience programs were as follows:

1. How can school administrators be sold on occupational experience programs in agriculture?

2. How much time does it take for supervising the off-farm experience program, as compared to the production program?

3. One state reported that it held the opinion that it was inadvisable to place students on the job without having related instruction.

4. The importance of students applying for a job was mentioned, with the qualification that all job locations or stations first be approved by the instructor.

5. Considerations before placing students on job locations should be made.

"Agricultural Occupation Experience Program": Kenneth E. James, Agricultural Education,
Illinois State University,
Normal, Illinois

It is with a great deal of pleasure that I have been given this opportunity to discuss this most important topic of the high school vocational agriculture program.

In this short period of two years, since the passage of the Vocational Education Act of 1963, there has been rapid change and progress beyond the expectation of most of us. Actually, it has been since September 19, 1964, when approrpriations were authorized. Most states have moved in compliance with the objectives of the Vocational Education Act to maintain effort, broaden and expand their program. Many states have conducted pilot programs. In Illinois, Mr. Guthrie, Chief of Agricultural Education announced that 100 schools had initiated an agricultural occupation program. Many other schools are making plans to start next year. Several schools have already added a second teacher and one school is adding a third teacher.

My assignment is to discuss the topic, "Occupational Experience Programs." I have considered several approaches to this topic. I am aware that this group of educators are well informed. I assume that you have been keeping involved by reading, sharing in workshops, seminars, conferences, and observing pilot programs. However, there is much for us to share and learn from our experiences. I am amazed at the amount of material that has been published and the number of research projects completed or under way. The Center for Research and Leadership Development in Vocational and Technical Education at The Ohio State University has provided much material. It was one year ago during this same meeting here in Chicago that we met in groups to discuss many of the modules and procedures that were being developed by the Center in Ohio. The Agricultural Education Magazine has devoted several issues to the theme of the agricultural occupation program. A number of you people have made fine contributions.

I would like to take a few minutes and discuss ways used to implement the occupational program in Illinois. As soon as the State plan was accepted on September 21, 1964, a number of committees in the Joint Staff were appointed to prepare bulletins with guidelines concerning such areas as facilities, supervised agricultural occupational program, teaching ornamental horticulture, and agricultural business and industry. Then the biggest step to preparing teachers were three non-credit, one-week in-service workshops conducted in different areas of the state by the State Office of Agricultural Education. The personnel was made up of the Joint Staff in Agricultural Education, which in our state includes all of the supervisors and the teacher educators in the three institutions. There were other state personnel who made contributions from the legal division, guidance and other areas. This gave temporary approval to those teachers taking the course to proceed. Other meetings in addition have been held with school administrators and teachers.

We have gained some valuable experience in working with and observing these programs. This leads me to some basic things which should be kept in mind when we move to provide occupational experience away from the home farm or school.

1. We must think of the vocational agriculture program as a "Total Program in Vocational Agriculture." This includes the basic agriculture courses as they are now being called. The concept of total program development in agricultural education has been proven successful in our farming programs in the past. I believe that most persons agree that the background in farming through a farming program for two years is basic for a supervised occupational experience in agricultural supply business and areas of sales and services. Many schools are requiring the completion of basic agriculture courses prior to enrollment in the occupations course. In Illinois, the state plan suggests that the freshman and sophomore years include production agriculture with a supervised farming program required. This, of course, includes the FFA and agricultural mechanics.

It should always be kept in mind that a student who has a background in agriculture is better able to understand the problems of farmers and thus have a better insight into the work of agricultural occupations.

2. The experience must be a success. This is from the standpoint of the student, the teacher, the employer, the parents, and the school. In the past, we have had only the parent, school, student, and the teacher. It is not to be expected that every high school student will make a life work of the occupation in which he receives school-directed training experience. Neither has this been true in the past in establishing students in farming. But the student can be expected to learn some of the general requirements of holding a job, working with others, taking orders, being on time, reporting regularly for work, doing the unpleasant as well as the pleasant jobs. He will get help in choosing an occupation and perhaps find out why he should not pursue further the occupation in which he has received his high school training. He can learn what is required for advancement from the occupation in which his initial training has been received and may be induced to take further training in an area school or a college. The student can build a reputation as a worker that will be useful to him regardless of his future occupation. His interest in school may be increased as he sees the practical usefulness of high school studies and his inclination to drop out of school may be reduced.

Some have wondered if the occupational experience might cause students to become so interested in their work that the slower student might drop in his quality of school work. Teachers involved in the occupational program have indicated that in most cases the students academic interest and grades increases.

One of the coordinators in our student teaching centers said that in his first year of working with the agricultural occupation program, that his employers were so pleased that they allowed the students to work full-time during the holiday vacations.

3. The employer must understand what we are attempting to do in the training programs. This requires a lot of time and effort on the part of a thorough and diplomatic teacher. This can be accomplished by discussing objectives of the program and developing training plans with the help of the employer. These plans consist of listing the activities in which the student should be engaged while working at the training station. Opposite this there should be a listing of the subject matter that should be dealt with in related instruction at school. A sample training plan is suggested in the material prepared at the Center in Ohio.[1] Dr. Hemp and Dr. Krebs suggest a system of listing employment experiences to be obtained by the student in using a different form and listing activities to be done each month in their Study Guide.[2] A written training agreement should be drawn up as soon as the student is placed in the training station.

4. Scheduling of the occupations class and other class is important. We must make the students available to the employers at their convenience and when "business is moving." Kentucky suggests scheduling the occupations class from 11 to 12 o'clock or 12 to 1 o'clock and all the other classes in the A.M. or P.M. This makes the students available for work experience for at least 3-hour blocks of time, either in the morning or the afternoon.

5. Close coordination of the experience program is a must. This means working with the employer on what experiences to give the student from the start, and observing the student work, but not interfering with his work. The amount of time a teacher coordinator should devote depends upon many factors. Release time during the regular school hours for coordination is necessary. The coordinator should make a weekly schedule. Periodic visits to training stations are very necessary. Good visitation records should be maintained. They are valuable in correlating classroom instruction with on-the-job training and evaluating the student. It is appropriate that the employer be made aware of the visit.

6. Adjust the course of study to meet the needs of the students. This should be based on the work that is coming up in the business and in keeping ahead of what the boys will be doing. This is nothing more than our traditional seasonal teaching in the past. Certain business skills should be developed to a satisfactory degree before students go on the job for work experience. This can be done in the classroom with sales-ticket boxes, scales, adding machines, and cash registers.

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[1] Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture, The Center for Research and Leadership Development in Vocational and Technical Education, The Ohio State University, Columbus, Ohio.

[2] Paul E. Hemp and A. H. Krebs, A Study Guide for Placement Employment Programs in Agricultural Business and Industry, Interstate, Danville, Illinois.

Neatness, dress, courtesy, promptness, and such things need to be developed before boys apply for work experience. Schools that do not require basic agriculture courses as prerequisite to occupational experience courses should not attempt to place boys for occupational experience until after six weeks of class work.

7. Evaluation of student progress must involve the employer. This is the joint responsibility of the teacher coordinator and the employer. A rating form should be used that is easily understood. There is a definite advantage to take the chart to the employer and discuss the strong and weak points together.

8. Instructor and student records are essential for any sound educational program. Certain records are essential for the teacher coordinator, such as visitation, individual training plans, agreements, and evaluation forms.

It is essential for students to keep a record of hours worked and wages earned. The publication entitled Records of Supervised Occupational Experience and Training in Vocational Agriculture published by the French-Bray Printing Company is designed so that it is applicable to students enrolled in cooperative occupational experience programs.

9. Follow-up of students upon graduation. This again is a part of the "Total Program" concept and is necessary for all students of vocational agriculture. Here we can reappraise the educational and training aspects of the program of agricultural occupations.

In summary, the basic things that should be kept clearly in mind as we move to provide occupational experience are:

a. Must think of the vocational agriculture program as a "Total Program in Vocational Agriculture."

b. The experience must be a success. This is from the standpoint of the student, the teacher, the employer, the parent, and the school.

c. The employer must understand what we are attempting to do in the training programs.

d. Scheduling of the occupations class and other class is important.

e. Close coordination of the experience program is a must.

f. Adjust the course of study to meet the needs of the student.

g. Evaluation of student progress must involve the employer.

h. Instructor and student records are essential for any sound educational program.

i. Follow-up of students upon graduation.

We are constantly looking for new ideas and practical approaches that may help us strengthen and improve the effectiveness of our total program. We must continue to make adjustments and strive for well-planned instructional programs in the agricultural occupational program along with adequate on-the-job instruction. Many challenges and many opportunities are placed before us. I am confident that the teachers of agriculture will meet this challenge.

Central States Seminar Program

Tuesday Evening, March 15

Business Meeting: Chairman, Warren Weiler, Ohio

1. A letter was shared, received from Lowell Burkett, Executive Secretary, AVA, in which he encouraged 100 per cent membership in AVA and the use of the life membership plan of $150.00, paid in six payments.

2. Recognition was given to members retired or retiring soon:

Harry Nesman, Michigan	presented	by	Harold Byram
J. E. Hill, Illinois	"	"	Ralph Guthrie
C. H. Bonsack, Wisconsin	"	"	Dale Aebischer
Hampton Hall, Iowa	"	"	C. E. Bundy
John McClelland, Iowa	"	"	C. E. Bundy
Lawrence Hall, Kansas	"	"	Ray Agan

The members by voice vote directed the conference secretary to send a letter of appreciation to these people thus recognized and to extend the best wishes from the members of the Central Regional Conference. The secretary was directed also to request the U.S.O.E. to send their Certificate of Appreciation for Service Rendered to the persons listed above.

3. C. E. Bundy, as chairman of the nominating committee, presented a slate of officers and moved to accept report of this committee. Seconded was supplied by Howard Bradley. W. T. Bjoraker moved that nominations be closed and that the secretary cast a unanimous ballot. Motion seconded and carried.

   a. Alternate Member National FFA Foundation Board of Trustees - Hilding Gadda, South Dakota

   b. Member National FFA Board of Directors - Dale Aebischer, Wisconsin--Alternate, George Cochran, Minnesota

   c. Regional Chairman (Central), C. V. Roderick, Missouri

   d. 1967 Program Chairman, Ralph Guthrie, Illinois

  e. Secretary Regional Conference, C. W. Dalbey, Iowa

  f. AVA Membership Committee, Central Region Representative, Cliff Haslick, Michigan

  g. Chairman, Regional FFA Public Speaking Contest, Harold Shoaf, Kansas

  h. Special Editor for Agricultural Education Magazine for Central Region, Phillip Teske, Indiana

4. Moved by Mr. Roderick and seconded by Mr. Bundy that the name for this conference be renamed, retroactive to this year, the "Central States Seminar." Motion carried.

5. Moved by Mr. Roderick and seconded by Mr. Bundy that the teacher educators and state supervisors of the Central States strongly endorse the resolution passed by the House of Delegates of the American Vocational Association at Miami Beach, Florida, in December, 1965, in regard to the organization and status of the U. S. Office of Education. This endorsement has particular reference to the urgent need for the following administrative structure:

   a. A Department of Education with cabinet status at the Federal level.

   b. A Federal Bureau for Vocational Education within the Department of Education with sections for each vocational service.

   c. Each regional office staffed with at least one vocational agriculture specialist.

6. Moved by Mr. Urton, seconded by Mr. Roderick, that we inform U.S.O.E. of our plans to conduct future seminars as we did this year, and send a report of the 1966 seminar to the U.S.O.E. It was noted that Kentucky was invited to this seminar but could not attend.

7. The program Chairman and/or committee was authorized by the members to select the meeting place next year and to select seminar dates, other than those already suggested, if conflicts arose with other important conferences.

8. Moved by C. F. Barton, seconded by C. E. Bundy, to suggest to planners of the Central Region Research Conference to select a new name. After some discussion the motion was voted and lost.

9. Suggestions were made in regard to the kinds of assistance desired of the U. S. Office of Education. They were as follows:

   a. Assist in conducting the Central Region Research Conference.

b. Help establish guidelines for program development and evaluation.

c. Effect a coordinated program of vocational agriculture in the nine regions.

d. Help coordinate work between the vocational services.

e. Give leadership to workshops to develop programs and procedures.

f. Expand the services of the FFA and continue the administration as presently organized.

g. Identify innovating programs for possible use in other states.

10. Mr. Roderick raised the question of desired policy in future seminars with respect to accepting offers by friends from industry to sponsor a dinner. Motion by H. E. Urton, seconded by H. R. Bradley, to continue this year's arrangement. Discussion followed; question was voted and lost.

11. Moved by D. C. Aebischer, seconded by C. W. Dalbey, that the vocational agriculture teachers, supervisors, and teacher educators, representing the states in Regions V and VI, assembled in Chicago, Illinois, this 17th day of March, 1966, vigorously oppose passage of Section 106 of H.R. 6118 or the adoption by the House of Representatives of Sec. 206 of S. 561 so that State Boards for Vocational Education may continue as the sole authority for administering Federal funds for vocational education; and that the members contact their respective congressmen to express their opinions. Motion carried.

Wednesday Morning, March 16

"Who Are the Disadvantaged?": Gerald R. Fuller
University of Illinois

I found it very difficult to prepare this presentation in terms of disadvantaged youth at the exclusion of disadvantaged adults. Therefore, I have taken the liberty to broaden the topic to include both youth and adults. This seems especially appropriate when you recognize that vocational education in agriculture has always included programs for adults as well as youth. I will attempt to define for you the meaning of the word "disadvantaged" as I believe it should be interpreted in programming vocational education in agriculture. Then I will identify some of the disadvantaged groups of people in our society that I believe vocational education in agriculture should serve.

Society is developing a keen awareness of the need to provide for the special educational needs of groups that have been neglected in the recent history of education. As you know, the emphasis for education of the gifted has and still is receiving the support of society. Recent state and federal legislation plus the impetus of large sums of government money has focused the attention of society on the problems of the so-called disadvantaged. It is now respectable to provide programs of education to meet special needs of the less gifted and I believe that society will give a rather low evaluation to those programs that do not meet this challenge. Society now expects the special needs of its members to be met at all levels, not just the upper levels.

Educators face the problem of identifying who are the disadvantaged youth and adults. This is a difficult problem because the commonly accepted criteria for determining whether a person is "advantaged" or "disadvantaged" does not always seem to correlate closely with the special learning needs of individuals or groups of individuals. The disadvantaged groups that we hear so much about on television, or read about in the papers are commonly identified through (1) social class para-meters and (2) demographic considerations. These factors do influence the special learning needs of groups in our society but they do not serve as the ultimate criteria. For example, educators working with the gifted children do not look at cultural background and family bank accounts to determine whether the individuals have special needs that can be met through programs developed for the gifted. Vocational educators must also look beyond social and demographic considerations in identifying those individuals or groups of individuals who have special educational needs.

I would like to point out that it is going to be very difficult for vocational educators not to be caught in the trap of using only socio-economic criteria in identifying the disadvantaged. Investigators, observers, and educators have long used society's middle class to establish norms. Deviation from these norms is used to indicate whether a person is disadvantaged. I would like to interject that it does seem to be acceptable to deviate from the middle class norms as long as the deviation is toward the upper class value system. Specifically, deviation from the established norms of middle class, white, urban, U. S. nationals is the commonly used basis for determining who are the disadvantaged. Today's schools use testing programs extensively. The majority of these measurement programs have built into them a middle class socio-economic bias that discriminates against the culturally different. The use of the generally accepted tests and measurements implicitly supports the use of socio-economic criteria for identifying the disadvantaged. Whether you like it or not, society and our colleagues in other fields of education would classify most of us as being disadvantaged if this criteria is applied. Let me quote from the Review of Educational Research: "The rural child, regardless of his ethnic origins, presents particular problems for test users who try to appraise his abilities. His completely different way of life from that of urban children makes for extreme differences . . . at the most basic level of work in measurement. His slower tempo of life, lack of contact with the macrocosm of his culture, and inconsistent educational experiences have also been offered as explanations for his relatively low scores on intelligence tests."

Federal and state governments are playing a part in establishing socio-economic factors as the criteria for identifying the disadvantaged. Certain groups in our society have been told that they are disadvantaged. This communication has taken place in the form of the overall war on poverty, social reforms, and the like. The criteria used to identify these disadvantaged has been legislated. Mass communications has had a "Madison Avenue" effect on the acceptance of these criteria by society. For example, some educators discuss the problems of "disadvantaged youth" but they are actually talking about only low income, urban, Negro youth. I would speculate that if legislation had focused primarily upon the low income, white, rural youth that these individuals might have a different frame of reference. It can be seen that a strong pressure exists to use socio-economic criteria as the means for identifying the disadvantaged.

Who are the disadvantaged that should be considered? They are those members of society who can best be described as disadvantaged learners. The criteria for identification of these disadvantaged learners is based upon the "how" of the learning process. There are many groups of disadvantaged learners and these groups cut across all socio-economic levels of society. They may be slow learners. They may be fast learners. These disadvantaged learners can be described as males or females who do not learn effectively in the middle class pedogogical climate found in most of our present day schools. They may be disadvantaged due to mental deficiencies, physical impairments, cultural differences, economic status, or other factors.

I would like to identify four of the groups of disadvantaged learners that presently exist in our society. I am going to classify these groups in general terms that reflect the reason for their special learning needs. The groups are (1) the culturally disadvantaged learners, (2) the academically disadvantaged learners, (3) the mentally disadvantaged learners, and (4) the physically disadvantaged learners. I will discuss in some detail the characteristics of the culturally disadvantaged learners that reflect the special learning needs of this group. I will then use my remaining time to touch briefly upon each of the remaining groups.

The culturally disadvantaged learners might be classified as misfits in the middle class program of pedogogy. I am considering in describing the characteristics of this group that the individuals, both youth and adults, are academically capable and not impaired in any way. The characteristics of members of this group may vary in some degree depending upon their cultural background.

Home environment is considered to be related to the development of the learning process. Not all the characteristics of the home environment of the culturally different can be classified as negative. The home may be austere, noisy, crowded, and sometimes disorganized. The positive points of the home environment are often overlooked. These families tend to lack the strain accompanying competition as it is known in middle class families; there is more individualism within the family, lessened sibling rivalry, and more security offered as a family unit. These families tend to have an attitude of cooperation and mutual aid between extended family members such as grandparents, sons, or daughters who have left home.

The way in which culturally disadvantaged learners come to learn and know is an important characteristic. The culturally disadvantaged tend to form concepts better when the subject matter is content centered rather than in abstract form. Learning is more effective when knowledge is introduced to them rather than having them draw a conclusion from something known or assumed.

Culturally disadvantaged learners tend to recognize and note differences best through physical involvement in the learning situation. They tend to be less dependent upon written and verbal clues than middle class members of society. This lack of dependence upon verbal and written stimuli is partly due to the meager use of verbal expression found in the home. Generally, the family members do not obtain many verbal experiences in conversation with more verbally mature individuals.

Motivations and aspirations of the culturally disadvantaged learners influence their learning processes. Members of this group do not respond well to only symbolic rewards such as grades. They are stimulated by immediate reward and are generally uninterested in postponed rewards. The goals of this group tend to be self-centered. They have short-term immediate goals that are of benefit to them or their families. They are not motivated by the aesthetics of knowledge for knowledge sake. They obtain no motivation from self-competition and an examining of their own self.

I believe that you can see the role of a vocationally oriented education program for the culturally disadvantaged learners. In fact, have we not been serving a portion of this group since the beginning of vocational education in agriculture? Now there is a need to extend agricultural education to include all who can benefit from this program in terms of improvement of the individual.

I will touch briefly upon some of the characteristics of the remaining three groups of disadvantaged learners. The special need group who are academically disadvantaged consists of those youth or adults lacking the innate ability to comprehend traditional subject matter as it is presented in the academic atmosphere. Caution must be exhibited here. Many times I believe educators confuse the academically disadvantaged with the culturally disadvantaged and try to treat them in the same way. As an example, in Illinois there are programs of special education offered for the academically disadvantaged. Often the smaller schools cannot afford such a program and will place these students in classes with culturally disadvantaged students. In terms of the learning processes, there are some similarities but there are also some differences. Academically disadvantaged individuals generally have a concrete, pragmatic, personal, and physical style of learning similar to the culturally disadvantaged but at at a less mature level.

There is some indication that the pressures of our urban middle class society are developing academically disadvantaged individuals who have the innate ability to learn subject matter when presented in an academic atmosphere. Many high school students are under such great pressures to learn that they often learn only by memory and have a nearly complete lack of understanding of the application of their knowledge; their goal is to get into college. As a result, there are recorded instances where youth are becoming mentally ill under such stress. I will not dwell on this point but will offer the thought that in programming vocational education in agriculture attention needs to be given this emerging academically disadvantaged group.

The disadvantaged learner who is impaired by mental health may be institutionalized or actively participating in society. The significant characteristic of members of this group is their need for therapeutic treatment. The therapeutic value of working with living plants and animals has long been recognized. The Danville (Illinois) Veterans Administration Hospital has a large greenhouse and nursery facility for the treatment of mentally disturbed veterans. The objective of educational programs in this phase of agriculture is not primarily occupationally oriented. The therapeutic value of working with the living plants is emphasized. The doctors at Danville do not care if a single plant survives as long as the patients progress in their treatment. It is hoped that some of the patients will develop saleable skills in agriculture, but this is a secondary concern. Examples of how agriculture is employed in therapy can also be found in many of our penal systems.

Learners who are disadvantaged due to a physical impairment is the last group I will discuss. This group has a variety of problems in learning. The therapeutic value of the learning situation cannot be overlooked. In many cases the development of marketable skills is one of the prime concerns of educational programs for members of this group. Often this may be the best therapy a physically disabled individual can receive.

Summary

I have pointed out that the term "disadvantaged" may mean different things to different people. Society has identified the disadvantaged as deviants from middle class, urban, white, U. S. nationals. Deviation is presently measured primarily on the basis of social status, cultural background, and/or the economic level of an individual.

I have made the point that in programming vocational education in agriculture the disadvantaged groups should be identified on the basis of special needs related to the learning process. Four groups of disadvantaged learners were identified: (1) those whose learning is impaired by their culture, (2) those whose learning is impaired by their academic abilities, (3) those whose learning is impaired by mental illness, and (4) those whose learning is impaired by physical defects.

I believe that in working with disadvantaged groups the emphasis must be on the individual and not on occupations. Vocational education is a highly important vehicle through which these people can be reached and aided. I am willing to bet that programs developed in vocational education in agriculture which are "people centered" will have a higher degree of success in preparing disadvantaged individuals for employment and advancement in a career than will strictly occupation oriented programs.

The focus of the educational programs should be first upon the development of the individual and secondly upon employment. Occupational achievement may be an expected outcome for some groups of disadvantaged learners, while it may be a hoped for but unreachable goal for other groups. Vocational education in agriculture should not be limited to only those disadvantaged learners who have a high probability of placement in an occupation. It should be made available to all disadvantaged learners who are interested in agriculture and can benefit in some way from the education they receive. We are all well aware that a vocational approach is often a more effective learning process for some individuals than is a strictly academic approach. Many of the disadvantaged learners have an interest in living plants and animals. Therein lies the role of vocational education in agriculture.

"Report of Project REDY"[*]: Lloyd J. Phipps, Agricultural Education,
University of Illinois

Situation

In the infancy of Smith-Hughes vocational education in agriculture, there was almost a missionary spirit among teacher educators, supervisors, and teachers of agriculture to structure their efforts toward improvement of life in rural areas. Early philosophers in vocational education in agriculture wrote that the rural or farm boy should be so educated in vocational agriculture courses that he would become indistinguishable from boys from the city.

An important objective of vocational education in agriculture seemed to be the improvement of rural youth so that they could compete successfully in the world of work. Its objective was to improve rural living and some teacher educators in agriculture were placed in rural education departments in universities. Success of the program was measured by the change in the people in these communities.

Teachers of agriculture were not well prepared in technical agriculture, but they were individualists. They had ideas. They were willing to risk their reputations on these ideas, and many had a missionary zeal to improve the standard of living and the culture of rural America. Many of our early teachers of agriculture were as poorly prepared for their jobs as some of our new post-high school vocational agriculture teachers are now prepared for their positions. But their enthusiasm and drive to succeed made success possible, as it is now making success possible in our new post-high school programs.

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[*] Rural Education, Disadvantaged Youth, USOE supported research project being conducted by Lloyd J. Phipps and Gerald R. Fuller.

In the infancy of vocational education in agriculture, agricultural subject matter was the means. The end was to educate rural people to take their rightful place in the "mainstream of society." Agricultural subject matter was a vehicle to obtain attention, create interest, motivate and change people.

Soon teacher educators, supervisors, and teachers rightfully demanded improvements in the pre-service and in-service training of teachers. This trend continued until most educators in the other fields of education stated that the best-qualified teachers in the public schools were the teachers of agriculture. The ego of agricultural educators was touched by this recognition and additional attempts were made by teachers, supervisors, and teacher educators to make the "best bettet." Standards of excellence were established for all areas and phases of vocational education in agriculture. Objective measures were developed to evaluate progress.

These objective evaluation devices focused attention on easily evaluated items of the program such as size of farming programs, percentage of boys entering farming, attendance at adult-farmer courses. All of these efforts improved the quality of vocational education in agriculture.

The focus of vocational education in agriculture, however, gradually shifted away from rural people and rural life to agricultural subject matter. Agriculture became the end instead of the means to the end. The welfare of people, the only legitimate concern of educators was given less attention, and more attention was focused on the improvement of agriculture. The pressure to improve agriculture became a very important objective.

In some schools, administrators were encouraged to eliminate any boy or girl from vocational education in agriculture who could not have a superior farming program.

In some schools the Smith-Hughes Act was interpreted literally, as some interpret the Bible. In these schools enrollment in agriculture was pruned until only boys who could go directly into farming were permitted to study agriculture. We were successful in improving greatly the quality of vocational education in agriculture. This was good, but our success caused us to give less attention to people in rural areas with special needs.

I have been discussing vocational education in agriculture, but situations were paralleled in other areas of vocational education such as trade and industrial education and home economics education. All vocational educators more or less forgot or were forced to ignore persons with special needs. We were not alone and all of vocational education may have succeeded in shifting from a focus on people to a focus on subject matter if our society and culture had not been subjected to the extreme pressures of automation.

Production agriculture first felt the full impact of automation. Manpower was released in great amounts from farming, and the clientele for vocational education declined at a rapid rate. In recent years the full impact of automation has also been felt in business and industry, and the maintenance of the status quo in other areas of vocational education also became untenable.

Finally, the people made their wishes known through the Vocational Education Act of 1963. Society did what educators were unable to do. In my opinion, society said, do not permit your standards, your objectives, and your traditional means to get in the way of educating people. They said, and are saying, broaden your objectives, adjust to automation and serve people, especially the disadvantaged that you have temporarily forgotten because they might ruin your "record."

Project REDY focus

Project REDY is our small attempt to take seriously the mandate of society to focus vocational education on people instead of on subject-matter content. It is our attempt to focus attention on the six million persons living in rural areas who are disadvantaged, so that their needs will not be overlooked in the "rush" to assist the disadvantaged 29 million who live in metropolitan areas. We believe that people are of equal worth regardless of whether they live in rural or urban areas.

Procedure

The first part of Project REDY is an attempt to find out as much as possible about disadvantaged rural families and depressed rural areas. We have been directing our attention in vocational education so long on the "advantaged" sector of rural areas that we known very little about the disadvantaged.

Our hypothesis is that we must take seriously society's mandate to serve the disadvantaged. If we do not, society will eliminate support for vocational education and develop new means, probably outside the school, to meet their needs. We believe that the opening wedge for re-orienting vocational education is to provide a family education program for rural families. This program will emphasize economic and educational planning. It will be family-centered adult education.

Its purpose is to create readiness for change. Our hypothesis is that if readiness for change is developed, ways and means can be found to provide the courses and programs needed to satisfy the needs of disadvantaged people and the demands of society.

Findings

We are finding that we have been ignoring the rural disadvantaged for so long that we and society are often unaware of their existence; that rural area prosperity screens from view the disadvantaged. We are finding that pockets of disadvantaged rural families are present in even the most prosperous communities.

Teachers of agriculture often are unaware of the presence of rural families with special needs because they have been focusing their attention only on the prosperous farmers and their families. Most teachers of agriculture are willing and anxious, however, to work with rural families with special needs as soon as they are convinced that teacher educators, supervisors, and their peers will not crucify them for their efforts.

Contrary to the belief of many, it is possible to work with the rural disadvantaged. Early in the project we have evidence that the rural disadvantaged will respond if the educator uses a "person-oriented" approach instead of an "object or material-oriented" approach.

Summary

I will not burden you with more findings because I would soon be presenting details which may or may not be of interest to you.

We are convinced that vocational education progress can be made with the rural disadvantaged using vocational education in agriculture as the primary vehicle. We must learn, however, to use different "yardsticks" to measure progress when working with persons with special needs. We will need to develop new evaluative devices and these devices must be more sensitive to smaller changes. Behavior changes among the disadvantaged will often be small and slow, at least at first.

We must insist that society not use the same evaluative criteria to evaluate our success or failure with persons with special needs that is used in our programs for average or typical enrollees. If we insist that society use new and different evaluative criteria and standards, and if we assist in the development of these criteria and standards, vocational education in agriculture, in our opinion, has nothing to fear, except our lethargy in getting underway.

Some Possible Solutions

Panel Discussion

Panel Moderator: Paul Day,
Teacher,
Fairbault, Minnesota

"Disadvantaged Youth Programs in Cleveland": Kenneth A. Parker,
Instructor of Vo-Hort,
Cleveland B.O.E., West
Tech High School,
Cleveland, Ohio

The program has been developed over a period of the last four or five years. It was an outgrowth of the home gradening and tract gardening program of Cleveland which has been in existence about forty years.

The course of Vo-Hort has been based on needs of the area and the student.

The first unit of disadvantaged youth was started in 1963 at Thomas A. Edison. Course is primarily along the lines of landscape maintenance and other service occupations with horticultural implications.

Recently we have developed a program at the Cleveland Boys School. The C.B.S. is an institution where boys have had problems with the court and are assigned by the court. This program has been set up along the lines of our tract garden program in the city. The boys get work in the field growing plants--working for perfection.

At West Technical High School and several other schools with Vo-Hort, we have developed our program for disadvantaged youth integrating it with our regular program. Primarily our students are physically disadvantaged; we develop individual programs, within our course of instruction, and find that students get valuable experience and confidence which they would not get in some other basic shop courses.

Our basic aims are to make the students employable as well as socially accepted, and help them understand what they can do and then help them perfect that ability.

Willie C. Davis, Instructor of Vo-Hort,
Thomas A. Edison Occupational School,
Cleveland, Ohio

I have tried to take a realistic approach to understanding and teaching Edison students. There are six characteristics that I am concerned with in this program. Namely, group, intellectual, educational, emotional, social, and environmental. It must not be assumed that the characteristics mentioned are to be found in all pupils.

Students attending Edison have I.Q.'s ranging from 75 to 90.

Regarding what is to be taught and how it is to be taught:

A. Subject Matter

1. Subject matter must be functional and materials must be geared to the interests, needs, and abilities of pupils.
2. Content must be simplified and as concrete as possible.
3. Units of instructions must be relatively short.
4. The teacher must build on what pupils know and understand.

B. Methods of Teaching

1. Use a variety of approaches involving all physical sense.
2. Make practical applications.

3. Make things concrete.
4. Supervise study; give individual attention.
5. Drill frequently; report and review frequently.
6. Make the goals readily attainable and as immediate as possible.
7. Be liberal with praise.

C. Results to be Expected

1. Measure improvements on the accomplishment of the individual pupil with respect to his capabilities.
2. Look for improvement in work habits, self-direction, self-control, social conformity, attitudes, intellectual interest and effort, rather than in retention of subject matter.

Our major concern at Edison is to train the students to be employable. We have 44 boys enrolled in this disadvantaged program. We specialize in landscape maintenance and related areas.

We try to place all of our students in jobs if possible.

These boys at Edison are not problem boys, but boys with problems.

Many of the June graduates are now in the Armed Services. Others are gainfully employed in agricultural occupations.

Our motto is "We Learn by Doing." That money earned is always better than welfare payments.

"Work Study Program": W. R. Weir, Teacher, Vo-Ag,
Cloverleaf High School,
Lodi, Ohio

1. Basically a two-year program.
2. Open to any agriculturally interested student that is recommended by Junior High Guidance Counselor, principal and parents.
3. First year students spend three periods per day with vo-ag teacher in:
    a. tailor-made study period in areas of their farming program or related study;
    b. teaching work habits and shop skills; and
    c. attempting to make the students employable.

The students are also enrolled in classes at their level of learning in English, history, health, physical education, and industrial arts.

4. The second year students--if they prove to be ready--are placed on job training or work study programs for 1/2 day. They also spend two periods under the vo-ag teacher's supervision in shop work and related study.

The student must also spend one period in another school subject.

If students stay enrolled in the program for three years, they are issued a certificate of attendance along with other members of their graduating class.

Cloverleaf High School is a Comprehensive High School operating under a 6-3-3 plan with 3,000 students.

The school district is composed of five townships in a rural-urban area.

"Four Boys, 14-17 Years,
from Special Education Class": Shaw Terwilliger,
Virginia, Illinois

These boys, and one girl, were with a lady teacher all day. The boys came to Ag from the middle of November 1 to 3 periods per day until May 15th.

Shop skills were used to teach some arithmetic, drawing, and planning--quite original designs were developed.

Two boys did fine work, one poor, and one not that good. All were eager to try to learn.

There were no discipline problems in Ag. The Special Education teacher punished them by not letting them come to Ag.

Attitude toward school in general was improved.

Other students accepted these boys and helped them.

The boys were quite happy in the Ag work.

They were interested in animal projects although they did not study them.

They did make progress.

These students require much supervision.

They must clearly understand the rules and must be corrected often.

They respond well to praise.

They cannot take joking and deeply resent anyone making fun of them.

They are hungry for success, attention, and acceptance by other students.

We have much to offer these people; they should be grouped together for most work but occasionally profit by being mixed with regular classes.

They love their teachers.

A teacher must be very patient, willing to repeat directions many times, tactful in pointing out mistakes, free with praise, and have iron nerves and a love for people to do the work.

Agriculture is a wonderful tool subject to help these people.

"Looking Ahead to Programming Special
Reports in Vocational Agriculture
for Disadvantaged Youths": Clifford E. Minton, Field Representative, Persons With Special Needs, Division of Vocational and Technical Education, U. S. Office of Education, Department of Health, Education, and Welfare

The opportunity to review factors relating to the topic "Looking Ahead to Programming Special Efforts in Vocational Education for Disadvantaged Youths" is appreciated. The planning of the conference program indicates your interest in coming to grips with a timely subject which has basic implications for vocational education. This is significant because it indicates you do not believe in the inevitability of progress and that planning for progress is necessary.

Programming realistic diversified offerings for disadvantaged youths presents one of the most important and complex challenges faced by public vocational education during the past half-century. Un-met needs, public interest, and our educational mission suggests, if not dictates, expansion and changes in the traditional patterns of approach and offerings in vocational education.

The theory that the vocational educator can no longer afford to be a narrow specialist has been emphasized. We must increasingly be involved in the mainstream of societal problems that bear upon the mission of public education.

The tremendous number of school drop-outs, estimated to be 1,200,000 in 1965, causes a great waste of our youths, and inflicts a heavy social and economic cost upon the nation.

Education for productive work is obviously not the only solution to the socio-economic problems facing the nation, but occupational education is a basic ingredient, because it is in the schools that the tragic cycle of poverty, unemployment, low economic growth, and inadequate education can be broken.

The insight and leadership among vocational education specialists will be decisive on determining the degree to which educators generally will acknowledge the absolute necessity for skilled manpower and that excellence in vocational training is as educationally significant as abstract academic achievement.

It is important that emphasis be placed on excellence in one's occupation as well as on the kind of occupation. The image that one has of himself because of his occupation is significant. It is my guess that many students have been deterred from vocational education because of an unrealistic image. Public relation firms imply that many images are created and that many of the created images are not generic. The job of intellectually honest image creation is important to educators in vocational education.

Major Points for Consideration in Developing Programs for Disadvantaged Youths

1. The potential in ability and intelligence.

2. Interdisciplinary approach.

3. Diversification of course offerings to meet the demand of employment opportunities.

4. The involvement of parents in career planning.

5. The utilization of community resources.

6. Personnel requirements.

7. Research as a tool in program planning and development.

8. Reaching the student.

Provisions of the Vocational Education Act of 1963 which are pertinent to programming for the disadvantaged are:

1. Maintaining, extending, and improving present programs.

2. The development of new programs.

3. Provide part-time employment for needy vocational students.

4. Service for all persons of all ages in all communities of the state.

5. It provides for vocational training and re-training that is geared to the labor market (including new occupational fields).

The Act embodies the philosophy that all our citizens must have access to education and training that is of high quality and realistic in terms of opportunities for gainful employment. This service should be available to all, from the least able and the disadvantaged to those of a high level of technical ability.

The Forthcoming Evaluation of Educational Efforts in the States

In relation to the resources available, it appears reasonable to assume that the evaluation will emphasize matters of this type:

1. The adequacy of State Plans and the actual degree of implementation of State Plans in accordance with their documented projections.
2. The effective use made by the local school agency of the flexibility provided for in the Act for more inclusive program development and implementation.
3. The degree of interdisciplinary relationships, and the lines of communication, and the bonds of cooperation with other public and voluntary agencies which can contribute to preparing citizens to meet the problems of life.
4. While compliance with administrative regulations is important, I believe the evaluation will place heavy emphasis on indices of effective leadership focused on the objective of providing vocational training and retraining geared to labor market needs, for persons of all ages and groups, and particularly those with special needs.
    a. The degree of the dent made in the number of dependent unproductive consumers, the increase of productive consumers--I believe the evaluation will be weighed in terms of progress and results rather than procedural details.

In the light of needs and the public interest, it is reasonable to assume that through Congress the evaluation will have significant implications regarding the future relative status of vocational education in the public schools and the leadership in vocational education.

If there should be those who would like to maintain the status quo in vocational education, it is evident that they will find that the STATUS will not QUO.

Upon request from the state, the U. S. Office of Education can give consultant and other services to help solve many problems that I have cited or implied. I urge you to envision our office together with the institutions which you represent as parts of a powerful team that is engaged in the conservation of human resources.

Organizing and Conducting Local Programs of Adult Education

Wednesday Afternoon, March 16

"Current Topics" Approach: George Sefrit, Iowa

Taught for 20 years in Algoma, in northern Iowa, a community that is very interested in adult education. This past year 700 adults enrolled in 23 different courses. The average enrollment this year was 160. He starts first with a well-organized advisory council--his has 12 members, 6 elected each year. He feels the advisory council is the key to success--he has never *personally* invited a farmer to his evening school. Next is a well-planned program of work--the *kind* should be determined by the advisory council and not by the instructor. At Algoma the council choses the "current topics" approach. Meets needs, increases enrollment, and builds support for vocational education. This approach gives farmers a better way to help keep up-to-date--mechanization, chemicals, etc. You either keep up or you are out. Next requirement for success is that of promotion--they will come *only* if it is attractive to them. Fourth, is the method of instruction. The specialists or the commercial representatives will *not* make the class. No commercial representatives allowed at Algoma. Final point: the problem of follow-up. We only stimulate thinking in the class, the real teaching is done on the farm.

The secret of the evening program is that it is *the people's program*.

"The Unit (Farm Management)" Approach: Chris Beck, Minnesota

Future economic growth of an area depends upon the extent of the education of people. Production is the basis of existence--the strength of the nation lies close to the soil. Farm management, high school area: learn concepts and attempt to motivate parents at home. Complete and accurate records are essential. The adult program must be well planned.

Records are the basis of instruction. Program should be [illegible] up for two or more years. Farm Management I, etc. Wives *do* atte[illegible]ecause they often keep records and, of course, are important in decision making. Beck likes to bring a calculator out on a farm visit--can do feed checks, etc. They can compare their own with averages. Start a new group each year--after two years they go into a seminar group which is much like the Algoma, Iowa approach described by George Sefrit.

Area vocation schools have area coordination in Ag. Ed.--they are reimbursed one hundred per cent for salary and travel--biggest responsibility is in the analysis. Mr. Beck then described the process of analysis. In teaching he uses the discussion approach. Panels are successful; also, small group tours.

Symposium

"A Critical Look at Our Vocational
Agriculture Program for Adults"

R. L. Hummel, Ohio:

371 teachers in 306 schools. Reached 8,500 farmers--2,900 were young farmers.

81% of departments conducted classes; 4.4 visits per student. Average attendance of 31 per class.

One problem is that they are working with the adult farmers who are really soon due to retire. In Y.F. groups there are 800 dues-paying members. A large number have over two years of college and farm an average of 400 acres and have over $50,000 invested.

Problems:

1. Cooperation between educational agencies--now reimbursement per hour ($2.50 at State level) with hope that local board will match this. Need two hours on farm instruction per hour of classroom instruction.
2. Too many teachers depend upon commercial people.
3. Administrators, in general, do not support adult education.
4. Turnover of teachers (nearing 20%).
   Many do poor job--extra duty; no follow-up.

Doyle Beyl, Wisconsin:

One of really important programs. Increasing per cent of contact with farmers, Big loss in number of dairy farmers and in dairy cattle numbers.

1. More individual instruction for Y.F.; perhaps less needed for farm mechanics.
2. Program easy to defend. Have income on figures--showing increase in net income figures.
3. Is it to our advantage to train three farmers for $10,000 gross, or one with a gross of $30,000?
4. Electrical analysis of records is most effective.
5. Farm finance is an area of neglect--especially under regular instructors.
6. What can we contribute to the fellow who is going off the farm?

2

James Bailey, Missouri:

A few basic changes have taken place in Missouri:

1. Number of mechanics courses have increased.
2. Two hundred thirty-five departments of vo-ag; 120 did either. Y.F. or A.F. class gave 200 series.
    a. 4,100 plus students
    b. 80 were production courses
    c. 120 mechanics in nature, 88 of them welding
3. Classes scheduled at convenience of students when facilities are available.
4. Three to five sessions per topic area (minimum).
5. Reimburse 75% of cost of special instructors where needed.

Glen Nicklas, Nebraska:

All adult work is done by the teachers of agriculture--he gets $15 per meeting--minimum of 10 meetings, enrollment of 10 and must attend at least three meetings. Last year a bonus was given to a school if they have a complete program, but this was dispensed with in 1965-66.

They offer production classes and farm management. This year a class has been added--non-farm agriculture class. The teacher does not have to make follow-up visits.

Thirty-three Y.F. classes; 102 A.F. classes; 7 non-farm agriculture classes; 5 farm management classes, making a total of 147 classes.

Farming is a profession for professionals. Feel they need:

1. More support from administrators, and
2. More multi-teacher departments.

James McGuire, Indiana:

Have our adult education programs in agriculture kept up with the times?

1. Farm management approach and electrical record analysis is new.
2. We now have lost ground--using commercial specialists.
3. Have we run with the ball or have we merely let out the air?

Problems (similar to others mentioned):

1. Out-of-school load not considered a part of teacher load by administrators.
2. Lack of continuity in program.
3. Series of unrelated instruction.
4. Insufficient follow-up instruction.
5. Instructors feel outdated.
6. Instructors are confused over their roll--educators or technicians.

Discussion Groups

Group A: Chairman, Phil Teske, Indiana

Subject: Programs for Young Farmers and Adults Preparing to Enter Farming.

Following questions raised:

1. What types of programs of "systematic instruction?" Current topics or unit, or both.
2. Developing teacher and administrator concept of programs? High school + Y.A. + A.F. or H.S. Y.A. A.F.
3. Organization and promotion of programs?
   Advisory council
   Y.F.
4. Competency and load of instructors.
   Regular instructor and/or special instructor.
   Single vs. multiple-teacher instruction.
5. Reimbursement policies to organize, promote to/or expand?
   Base salary + vs. total salary for total program.
   $ per program vs. $ per class session.

Question was raised as to establishment of national Y.F. organization. We are not ready now.

Developing teacher and administrator concept of program and reimbursement policies. Iowa considers one adult class as one-quarter of their load, with no added reimbursement. Ten lessons for an adult; 15 lessons for young farmer class.

Question was raised--How does a teacher get release time for teaching a Y.F. or A.F. class over another class? Reviewed Indiana's program of reimbursement.

Group B: Chairman, James Bailey, Missouri

Subject: Programs for Adults Preparing to Enter Off-Farm Occupations.

Our responsibilities:

1. To any age person who can benefit from preparatory training.

2. Can be full-time in training program or part-time in the training program.

Training will be done in:

1. Area vocational school.

2. Comprehensive Junior College.

3. Will probably be difficult for the local vocational agriculture department to do this, except as the school secures a person or persons specifically for this training.

Some examples:

1. Agriculture salesmanship.

2. Agriculture mechanics.

3. Artificial inseminaters.

4. Landscape specialists.

5. Dairy technology.

6. Rural finance.

7. Soil technicians.

8. Aerial spraying.

9. Conservation technicians.

We had some trouble with the terms:

Preparatory training and supplementary training.

Group C: Chairman, Harold Urton, South Dakota

Subject: Programs for Adults Engaged in Farming

Instructor handles the class but often 80-90 per cent of the answers are given by the men in the class.

Regularly scheduled time set for farmers to make contacts with instructor helps conserve time and energy in both answering questions and planning further contacts.

Each instructor will need to determine whether there be both a young farmer and adult farmer program.

Follow-up with letters announcing programs and dates of meeting. Send out entire program.

Effective advisory councils are mandatory.

Group D: Chairman, J. R. Warmbrod, Illinois

Subject: Programs for Adults Engaged in Off-Farm Agricultural Occupations: There seemed to be unanimity of opinion that Vo-Ag has not only capability but responsibility to provide instruction for this group--both living and/or working on or off the farm.

Is anything being done?

Glen Nicklas, of Nebraska, was asked to discuss in more detail the plans and activities in that state.

It was pointed out that the 1965 State Plan provides for instruction of this nature--major difference being that no follow-up instruction is required. Welding was the only specific course.

(It was suggested that associations might strongly support it; e.g., Farm Equipment Association, Nursery Association, etc.)

Race horse management and landscape nursery programs are conducted in Michigan; turf management courses in Ohio

Status Reports

Thursday Morning, March 17

Subject: Post-Secondary and Technical Education in Agriculture, Chairman, Harold Byram, Michigan.

Iowa - C. W. Dalbey

1. Program started with 10, now have 34. Will have 6 teachers this year with 60 enrolled.

2. One program at Mason City and one at Cedar Rapids.

3. A course is to start at Esterville on fertilizers.

Michigan - Clifford Haslick

The post-high school program described in this report is limited to the two-year technical training program offered at Michigan State University. The purpose of this program is to prepare students for the business of farming and for employment in off-farm agricultural occupations. The program offered and the length of each is as follows:

	Program Length	
	On Campus	On the Job
Young Farmer	32 weeks	32 weeks
Commercial Floriculture	4 quarters	4 quarters
Elevator and Farm Supply	4 "	2 "
Farm Equipment Service and Sales	4 "	2 "
Nursery and Landscape Management	4 "	4 "
Soil Technology	4 "	2 "

An important characteristic of the technical training program is the combination of classroom instruction with on-the-job experience. Students begin the program by attending classes on the campus for a minimum of two quarters and then return to the home farm or are placed in agricultural businesses for practical experience. A coordinator is responsible for each of the programs mentioned above. His responsibilites include:

1. Locating places of employment.

2. Working with the employer to determine competencies which the student must acquire.

3. Development of work agreements.

4. Supervision of on-the-job trainees.

5. Advising and counseling students.

6. Teaching classes.

7. Working with industry and trade associations.

8. Placement following graduation.

Following the work experience, with the exception of those in commercial floriculture, students return to the campus for additional classroom instruction for two quarters.

Consideration is being given to further expansion of the program and present plans call for offering a new program in Turf Management beginning in September, 1966. Other new programs anticipated include:

Food Science - Fall 1967
Pest Control Operators
Farmstead Mechanization

Approximately 400 students are currently enrolled.

Minnesota - G. R. Cochran

We are just making a start in post-high school and agriculture technician programs. We now have two 1-year post-high school programs. These programs are designed primarily for students who plan to return to the farm, although a number have been employed in agricultural occupations and have performed satisfactorily. We have one 2-year plant and animal technician program in operation. To date, interest in the program is good and we feel it will point the way for other schools in development of technician programs in other areas of instruction.

We do have a problem of just where the post-high school vocational education program will be located.

Some of the problems we have are lack of reliable information on occupational needs and opportunities and lack of manpower.

We have had two meetings of state-wide advisory committees in development of course offerings and procedures. There is a local advisory committee for each program conducted by the area schools.

Some of the areas where we anticipate new programs will be developed are: conservation aide, farm structures and materials handling, and cooperative management training.

Subject: Post-Secondary Education in Agriculture in Ohio. Warren Weiler made introductory statements about start of program.

Springfield Technical School - H. B. Drake, Coordinator of Agricultural Technologies

A. Existing programs at Springfield

Data Processing
Mechanical Engineering
Electrical Engineering
Agri-Business
Agricultural Equipment

B. Building plans

Now housed in a wing of City High School.
$2,000,000 building being constructed with Board of Regents money.

C. Procedures of operation

Securing and selecting students
Securing and selecting instructors (qualifications)
    60% full-time
    40% part-time
Curriculum
Placement training
Placement of graduates
Follow-up of graduates

Discussion led by Ralph Bender, Ohio

1. Program for first six months was financed 100%; after that it was by 75% Federal aid.

2. Satisfactory background and interest as determined by interview qualifies student for enrollment.

3. Follow-up of students is done by visitation with worker and employer.

4. The total cost is about $800.00, $300 of which comes from tuition; balance is State funds.

5. Students are enrolled on a rather high selective basis.

6. Walter Jacoby injected the thought that he felt there was still a need for training the mediocre student.

Subject: Development of the Kenosha, Wisconsin, Post-High School Program in Ornamental Horticulture

Report by Doyle Beyl:

Our vocational schools have been in existence 54 years; however, they have been primarily supported by the city in which they are located. Agriculture was slow in being accepted; now they are becoming area located and supported.

First meeting with advisory council, 7 men in the florist business

First step determine need of program:

a. Play this by ear

b. May have an organized group, such as Upper Michigan florists association

c. Formation of an advisory council--this is most important. Get industry advice and support

Second step - what does industry want?

- a. Curriculum
- b. Facilities

Third step - what will the state and federal support be?

Fourth step - should this be continued? Yes, in case of florists. No committees were appointed from industry to report on the following:

- a. Flower shop operation
- b. Design
- c. Crop management
- d. Horticulture
- e. Floriculture
- f. Greenhouse construction and operation
- g. Garden plant
- h. Internship - 5 week time log

Second meeting:

Reviewed curriculum and made suggested changes.

Selected elective courses for both production and retail emphasis.

Determined needed facilities and estimated costs of program.

Met with representatives of schools interested in course.

They questioned advisory committee.

We presented the school proposal outline and procedure for designating how school would be selected. The following points were raised on outline:

1. Occupational survey
    - a. Number florists, greenhouses, etc. in school area
    - b. Number employed in industry
    - c. Estimated future employment needs

2. Population support
    a. Location and size of population being served
    b. To what extent do they take advantage of present post-high school education opportunities?
    c. Factors for student potential
        (1) Occupational survey
        (2) Student enrollment
        (3) Testimonials
        (4) Other supporting factors
3. Financial support offered by local school
4. Do present post-high school programs provide a suitable foundation for addition of this course?
5. When would school plan to initiate course?
6. How will school be selected?
    a. Date for submission of materials - 2 months
    b. Recommendation by advisory committee
    c. Designation of program by state board

Two months later, Dec. 28th -

Advisory board met to review proposals:

1. They questioned items of expenditure. For example, they believed the cash register was too costly until they found it used for controlled accounting and extension training during the evening.
2. They gave help in selecting a house and drawing up plans that would provide needed facilities at low cost.

They deliberated for considerable time before designating Kenosha as the school.

The State Board then upheld this decision on a January 24th meeting and publicity was given the program. The purpose will be to aid the school as consultants and to publicize the program.

Report by Eugene Lehrmann:

Operation of Horticulture Training Program -

1. Enthusiasm was first generated through community contacts.
2. A survey of needs in horticulture areas was made of businesses in Kenosha.

3. Proposal was made to State Board for vocational education and was approved.

4. Growth and development will depend upon the image of the program and the needs of the community.

Panel Report

Thursday Afternoon, March 17

Subject: Post-Secondary Education in Agriculture in Illinois

Ralph Guthrie:

1. Six programs with 240 students enrolled.
2. Introduced panel members who told what had been done.

Elmer Rowley:

1. Works with advisory committee representing 25 industries.
2. Courses include agricultural communications, sales, and service, etc.
3. Forty-seven took training, 36 still on jobs.
4. Evaluation has been promoted.

Joseph Dallon, Jr.:

1. Courses include landscaping, turf management, sales management and promotion, greenhouse and nursery management.
2. Supporting courses taught include: English, biology, chemistry, speech, and physical education.
3. Teachers meet with the advisory council.

Leo P. Deutsch:

1. There are 850 dealers in the state. Each one needs one to three additional trained workers.
2. An advisory council studies length of course needed, course content, and general teacher problems.

James Nickell, Ornamental Horticulture:

1. Recruiting students by:
    a. Mailing printed brochures
    b. Publishing articles in farm magazines

c. Publicizing in newspapers

d. Providing eleven TV programs (this was most effective one)

e. Applications were received from 119 prospects. These were screened to 40, which was all that could be taken.

Edward Kaiser, Farm Machinery:

1. Started with 40; still have 38 with four teachers.
2. Complete overhaul skills are taught and developed.
3. Twenty-two new farm implements have been assembled.

Questions from the floor brought out the following:

1. Temporary vocational certificates are approved by the Director of Vocational Agriculture.
2. Teachers are trained by members of the university staff.
3. Administrators at various schools are responsible to the State Department of Education.
4. Most students come from outside of the district.
5. Only Junior Colleges can offer vocational technical training.

Group Meetings

Implications of Information Presented for
State Programs of Teacher Education,
Supervision, and Research; George Ekstrom, in charge.

Group A: Joe Malinski, Leader
Harold Crawford, Recorder

The basic discussion centered around the following question:

How can we provide in vocational-technical education in vocational agriculture that which will provide adequate and timely instruction in both preparatory and supplementary trends, meet the changing needs of job requirements, and encourage effective citizenship?

Comments are as follows:

1. Teacher Education

    a. Not too much indication of anything being done in teacher education to specially train men for this type of teaching.

b. Implications are that the primary emphasis should be on choosing the potential teachers for post-secondary education in agriculture with technical skill and develop the teaching skill through special education.

c. Could get good men (past teachers) and give them more training in the technical skill.

2. Implications for Supervision

   a. If funds are being provided by state and federal funds, then it must be supervised by state staff.

   b. When an institution accepts a vocational-technical program, then they accept the philosophy with it; then the first responsibility of supervision is by the sponsoring institution; second, it is the responsibility of the state staff, especially if things are not progressing correctly.

   c. It is the responsibility of state staffs to help institutions see and develop the overall programs.

3. Implications for Research

   a. To identify what additional knowledge is needed.

   b. To evaluate existing programs (not too soon to start now).

   c. To reach an agreement on the qualifications of potential instructors.

   d. To identify what types of programs to offer.

   e. To identify the various methods that vocational programs are being developed and to evaluate these methods.

We should never forget that high school vocational agriculture programs should not suffer at the expense of development of post-secondary education.

Group B: Clarence Bundy, Leader
James Bailey, Recorder

At present, states represented say the state universities do not offer training for teachers as needed in post-high school technical school teacher.

It is important the prior on-the-job experience of the teacher has been successful experience.

An acceptable procedure may be to pair a trained teacher with experienced technicians. An example of training of instructors is the sending of the teacher of the farm equipment or tractor repairman course to the schools conducted by the equipment companies for their own personnel.

One problem probably will be, in training teachers, that the number of teachers needed in a state may be quite small in certain specialized areas.

Illinois seems to be the only state represented which attempts to offer teacher training to teachers of post-high school courses.

Use of advisory committees is a must.

We may violate the real intent of the total program if we sent out the more able persons and plan training programs only for them. Is it important to plan programs also for the less-able persons?

On-the-job training should be a part of technical training.

Group not willing to say how much of the training time should be at the training institution and how much should be on the job. North Central seems to want not more than 25% of time to be on the job. The estimates of the group was that 25% to 50% might be acceptable.

Group C: Hilding Gadda, Leader
J. A. McKinney, Recorder

1. Special provisions may be needed for certification of teachers to meet the demand. Recognized that qualified teachers will require motivation for training. Needs for vocational instruction in Junior Colleges should be emphasized.

2. Occupational trends may be best determined by contacts with business firms and referring to what appears to be students' interests and needs.

3. Pre-service and in-service training should be promoted.

4. Competency of trainees can be enhanced by intern exchange of teachers. Occupational experience should be provided.

5. All those desiring training should be provided for as quickly as possible. Arrangement for choices is important.

Group D: B. E. Gingery, Leader
Floyd Doering, Recorder

The Wisconsin post-high school program in horticulture at Kenosha Technical Institute was discussed. Some were concerned about the simulated experience program. Since this is a problem of dealing with people, would this type of program weaken the overall program?

Post-high school program in production agriculture was discussed. Few of these programs exist in the Junior Colleges. Question was raised on how student would get his farm experience under this program. Nebraska stated that one-fourth of the time will actually be spent on the farm--either the home farm or another. Concern was expressed that student may not get to make management decisions and this is vital, including comprehensive records and record analysis.

Is it necessary to have farm boys enrolled in these post-high school agricultural classes? Most felt the student must be familiar with farm terminology and know how to talk to farmers and, therefore, should have the farm background. Exceptions were noted.

Reports of Special Interest Group

Thursday Evening, March 17

Agricultural Mechanics: Carlton Johnson, Ohio

"New Developments in Agricultural Mechanics"

Power and Machinery

Forest Bear discussed a special study of the plow adjustment and mower adjustment in which teachers check the quipment and make recommendations for changes to correct adjustment and summarize reports.

Technical skill workbooks for student use for studying combine, corn planters, balers, and sprayers have been developed and are revised as suggested by the teachers who use them.

Short intensive courses (three, 3-hour sessions, one each week) on plow adjustment, hay conditioners, and balers are taught to teachers at outlying centers.

Soil and Water

Roland Espenschied reviewed Illinois vo-ag service teaching materials and discussed the use of spraying kits which are loaned to teachers for a $5 fee, after they are instructed to use them properly.

Electric Power and Processing and Farmstead Mechanization

Curtis Weston discussed Clinton Jacobs' study of automation in feed lots in Kansas. Regarding the question of why farmers mechanize, 83% said they did so to expand production; 50% said "to do a better job of feeding"; 46% said "to save labor"; 30% reported more accurate feeding and increased production.

They also reported that in planning their system, 63% visited other farms, 47% used the extension service, 30% consulted with factory representatives, and 20% used their own ideas.

Farm Buildings and Structures

Harry Henderson reported that information about farm buildings is centered around five areas: Economics, including financing, functional requirements, materials available, structural requirements, use of newer power tools such as pneumatic tools, angle indicators instead of squares.

Trends are toward metal plate wood trusses; confinement housing for all livestock with slotted floors for beef and swine enterprises, and free stall housing for dairy; designs stress expandability and flexibility.

Agricultural Construction and Maintenance

Espenschied discussed a new film strip on lawnmower safety and the importance of helping teachers with skills needed by them in new areas of teaching, such as how to read a micrometer and the types of micrometers for use in small engine teaching units.

Semester Block Units

Curtis Weston reported that problems teachers have when using the semester block approach are:

1. Lack of competency to teach in depth.
2. Lack of guidance as to how to fit semester block units into their teaching.
3. How far to go with course content.
4. Lack of course materials.
5. Lack of help at university level to upgrade teachers.

Avery Gray, from supervisors group, recommended:

Preparing for clusters of occupations; using agricultural mechanics consultant committees to select courses, where to teach them, propose guidelines for selecting instructors, facilities and tools and equipment for teaching; teach at 11 and 12th grade levels.

Technical Education Projections

Carlton Johnson reported an intensive series of programs on technical education have been sponsored by the Committee on Instruction in Mechanized Agriculture (formerly Committee on Vocational Agriculture Teacher Education) of the American Society of Agricultural Engineering. The content has centered about defining the terms technician, technologist, etc; the scope of job opportunities, types of courses, content of curriculum, techniques of teaching, etc.

Report III Recommendations for Pre-Service and In-Service Education for Teachers of Vocational Agriculture is being revised.

A special project on guidelines for agricultural equipment technology programs is being written at Cobbs Hill, New York under a USOE project.

Manpower Program

Carl Albrecht described the MDTA tractor and machinery mechanics program at Bay City, Michigan. He also reported a graduate credit 3 weeks workshop on farm power will be taught this summer at Michigan State.

Problems in Teaching Technician Courses

Robert Devin, Coordinator of Agricultural Technology at Wabash Valley College, Mt. Carmel, Illinois, said the problems in technical courses are primarily:

1. Finding qualified agricultural mechanics teachers.
2. Selection of students.
3. Obtaining adequate space, tools and equipment, and obtaining suitable work stations for "on the job" placement of students.

Miscellaneous

Forrest Bear reported good success with three-day workshops for teachers on hydraulic principle using university staff and manufacturer's representative.

Bear also reported the use of new plan sheets which include, in addition to the drawing, steps for construction, skills to be learned, and evaluation of completed projects. He mentioned the potential for using the 8 mm movie projectors for self-teaching of many skill activities as a supplement to demonstrations.

Curtis Weston discussed similar plan sheets he has developed and booklets for larger, more complex projects.

Research

Jim Hensel reported that a recent survey by the Vocational Center for Vocational and Technical Education indicated that 37 of 48 states considered agriculture mechanics as the area of agriculture education which will have the greatest need for teachers in the future.

Overseas Opportunities

Marvin Thompson discussed the conditions in Nigeria such as climate, crops, the people, language and culture, educational system, and possible future developments.

FFA Executive Secretaries: G. D. Coil, Illinois

The meeting was called to order by Donovan Coil, Executive Secretary from Illinois, who turned it over to the Acting Chairman, Gerald Barton, Executive Secretary from Iowa.

1. Mr. Edwards discussed the following problem areas with the group:

Honorary American Farmer Degrees for State Staff Personnel

It was suggested that a set of general guidelines be developed rather than a strict score card. Anyone with suggestions for guidelines should submit them to Mr. Coil or Mr. Barton.

Judges for Regional Contest Activities

The selections will be made in early August. The National FFA Foundation will pay the expenses to bring three state staff members to Chicago to judge the activities.

Central Regional Public Speaking Contest

The contest will be held Tuesday morning, October 11th, just prior to the National FFA Convention in Kansas City. A Kansas representative, Harold Shoaf, will serve as chairman of the contest if it is agreeable with the state supervisor. The states to provide judges are Iowa, Kansas, and Kentucky. This order is followed each year alphabetically by states in the region.

FFA Work Committee to Discuss FFA Problems and Make Recommendations to the National Board

This committee will meet in May prior to the July Board Meeting. Mr. Gerald Barton is one of our regional representatives.

National FFA Theme for 1966-67

"We Will Need Farmers in Your Future" has been tentatively selected. Other topics were discussed and the final selection will be made in the near future. The importance of an immediate decision on the theme was stressed. Theme selected is "Agriculture--Strength of America."

Girls in FFA

The general feeling was that the National Constitution should be changed to admit girls and that the decision should come from the National Board of Directors and Board of Student Officers.

Mr. Carnes discussed the following topics with the group:

National FFA Dues and the Subscription to the National FFA Magazine

Mr. Carnes explained the suggested procedures for collecting dues and reporting membership to the state and national levels. It was generally agreed that the form should be kept as simple as possible and that in most states it would be desirable for the forms to be distributed by the state, rather than mailing them directly to the chapters from the National office.

3. Questions on FFA Awards were discussed by the group. The areas discussed:

   a. What new experimental and demonstration programs in agricultural occupations, other than farming, have been initiated this year? Each state representative present explained their new program. The group indicated their desire to have the $30,000 from the National FFA Foundation continued for the experimental programs again next year.

   b. What has been your experience with the new proficiency awards: ornamental horticulture and home improvement? Too early to say.

   c. What awards, if any, should be considered for achievement in post-high school programs? No conclusions.

4. Jim Stitzlein - National FFA Vice President

   Jim talked with the group about his desire to learn of state problems that need to be taken up with the board of student officers.

5. Philip Schmidt - National Safety Council, Chicago

   Mr. Schmidt explained the safety kit program and the National Safety Congress. The executive secretaries indicated that they would like to have the kits and other materials as early as possible in order that they can be supplied to the local chapters.

6. Most valuable part of the session each year is the exchange of materials and the discussion and explanation that followed.

   The FFA Executive Secretary wishes to express appreciation to the program planning committee for setting up a discussion group meeting for us. Many valuable ideas were exchanged.

Instructional Aids Specialists: Harold Crawford, Iowa

1. Review of Activities in the Various States

   a. Illinois

      (1) 1965-66 Report of the Professional Information Committee, AVA, distributed to state supervisory and teacher training staffs. Additional copies available to the states in request.

      (2) Catalog of materials from Illinois Center distributed including lists of subject matter units, lists of revised subject matter units, lists of programmed instruction units, lists of scrambled lesson programs, samples of overhead projection materials.

b. Indiana

(1) The audio-tutorial system used by Prof. S. N. Postlewait in the teaching of biology at Purdue was discussed for possible applications to agricultural education situations.

(2) Teaching units for young adult and adult farmer groups have been developed (listed in 1965-66 AVA catalog in Prof. Information).

(3) A source listing of commercial teaching aids for use in vo-ag has been developed (listed in 1965-66 AVA catalog of Prof. Information).

c. Nebraska

(1) Teaching units on farm management are being developed.

(2) Teaching units on principles of livestock production are in process of development.

d. Ohio

(1) Special committees of vo-ag teachers are working on various teaching units, with units on seeds and combined, now completed. Seven workshops for teachers are held using 4c funds, to develop these units.

e. Wisconsin

(1) "A Summary Report of Vo-Ag in Wisconsin" developed for information of guidance counselors was distributed.

(2) An outline of a forestry unit was distributed.

f. Iowa

(1) A list of agricultural engineering references has been compiled.

(2) Summaries of the off-farm agricultural occupation competency studies were distributed.

g. Minnesota

(1) A brief report on the development of an Upper Midwest Regional Curriculum Development Laboratory was presented.

2. Future Actions

a. Listings are needed of both literature being produced and literature recently produced to keep everyone up to date.

b. It was suggested that the committee's next meeting be held during the August Regional Research Conference, and that prior to that time the chairman check with committee members to determine progress in production of instructional materials.

c. Duane Blake re-elected Chairman for 1966-67.

State Supervisors: Ralph Guthrie, Illinois

Prior to the meeting, all head state supervisors in the Central Region were contacted for suggestions for possible items for discussion at this meeting. The suggestions received were duplicated prior to the meeting and distributed to those in attendance. After receiving these suggestions, others were added by members in attendance. A priority list was made and the following items were discussed:

1. Official business of Region V and VI and Central Region.
2. The future of FFA
    a. Girls in FFA
    b. Post-high school organizations
3. The teacher supply situation.
4. Guidelines in off-farm occupations.
5. What effect will recently enacted Veterans legislation have upon verteran's training in agriculture.
6. What has been the impact of the elementary-secondary education act on vocational agriculture?

Supervisors discussed each topic vigorously by raising questions and noting problems, but had few answers or solutions. The chairman gleaned the following conclusions from the discussion, but they may not represent the consensus of opinion of the group:

1. FFA
    a. Girls in FFA
        (1) Divided opinions
    b. Post-high school organization
        (1) Those enrolled in post-high school programs should form their own organization
2. Teacher Supply
    a. Very short at present

- b. May improve in two years
  - (1) More enrolled in Freshman and Sophomore years in Ag-Ed

3. Off-Farm Agricultural Occupations
   - a. A wide variety of standards exist in different states
     - (1) May need to coordinate guidelines for OFAO

4. Veterans legislation
   - a. Little information available on this topic

5. Title I Elementary-Secondary Education Act
   - a. Competition with regular programs
   - b. Should supplement ag-ed
   - c. Some areas are using programs to assist departments

The state supervisors adjourned at 4:30 p.m. with 15 topics still remaining on the agenda that were not discussed.

Teacher-Educators: A. H. Krebs, Illinois

Moved by Peterson, seconded by Phipps, that Dr. Harold Byram represent the Region as its Vice President, and that Dr. Richard H. Wilson represent the Region as its alternate.

Dr. A. H. Krebs was asked to notify Dr. C. Hill regarding the officers selected at this session to represent the North Central Region.

Dr. Ray Agan was selected as the representative of the Agricultural Teacher Educators for the Region for the Advisory Board of the National Center--The Ohio State University.

Dr. Peterson moved and Bradley seconded a motion that the AATEA support the continuance of a Central Regional Conference (with 13 states included) for next year, 1967. Motion passed.

Dr. Byram asked whether the group should support both a conference such as this one and a Regional Research Conference. Dr. Bundy moved and Phipps seconded that a three-day conference for each, the General and the Research, be supported. Motion passed.

Dr. Phipps moved, Dr. Bundy seconded, that Regional Research Conference be planned for August 2, 3, 4, in Nebraska, in 1966. Motion passed.

Moved by Dr. Wilson, seconded by Dr. Roderick, that Dr. Byram recommend to the Executive Committees of the A.A.T.E.A. to study and then suggest a "best" method of organization region-wise. Motion passed.

Discussion of Current Topics

Jim Hensel reported that Gene Love, Agriculture Education Research Committee, was preparing the Report of Studies and that Mr. Hunsicker was able to secure the funds to finance the project.

Dr. Bender reported on the work of the AVA--Agriculture Education Committee headed by Dr. Ralph J. Woodin, entitled "The Recruitment of Teachers of Vocational Agriculture."

a. Suggestions for recruiting are to be sent to the leaders in each of the 13 states.

b. Certificates for teachers of teachers are being prepared.

c. Posters and brochures are also being prepared.

d. Recruitment exhibit is being planned for the National FFA Convention.

Dr. Krebs called for reports from representatives of the various states on the topics listed in the agenda. This agenda was prepared by Dr. Krebs from suggestions received through inquiry of state teacher educators.

Of special significance was the report that there will be a combined shortage of nearly 120 teachers of agriculture in the Central Region in 1966. No relief is in sight for 1967.